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NEW TEACHER HANDBOOK

2008-2009

MISSION STATEMENT

Our purpose is to ensure each student realizes his or her ability to excel at levels not previously imagined, through a system distinguished by: safe environments characterized by love, value and acceptance; inclusive communities of learners; engaged students eager to share their thoughts; multiple paths to success; and active support among home, school, and community.

VISION STATEMENT

Our vision is to become the top-performing school district in the nation.

STRATEGIC DIRECTIVES

1. We will ensure all students achieve academic excellence.
2. We will provide all students with safe and nurturing learning environments.
3. We will ensure that we have exemplary staff throughout the district.
4. We will ensure an array of educational options for each student to pursue his/her personal goals.
5. We will ensure a network of personal support for each student.
6. We will immerse every family in their child's education.
7. We will ensure the convergence of schools and communities to achieve student success.
8. We will establish MNPS as the premier educational system for ensuring every student excels at levels not previously imagined.

The greatest thing in this world is not so much where we are, but in what direction we are moving.

Oliver Wendall Holmes

Public Notice/Accessibility Statement



To request an accommodation please contact your building principal or department head. (Interpreters for the deaf or hard of hearing must be requested forty-eight [48] hours prior to the event.) Henry Flenory, ADA Coordinator, 259-8531.

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SECTION I

DISTRICT INFORMATION

Teaching is the choicest of professions because everybody who is anybody was taught how to be somebody by a teacher.

Author Unknown

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MNPS DISTRICT CALENDAR 2008-2009

Revised 7/14/08

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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28	29	30				

OCTOBER						
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NOVEMBER						
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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 7/16 11month principals/AP's report
7/28-8/1 New student registration week
- 8/6 Teachers report-inservice day 1
8/7 Teacher inservice day 2
8/8 Teacher inservice day 3
8/11 **PK-8 students report for 1/2 day**
9-12 students report for full day
8/12 1/2 day for PK and K
9/1 **Labor Day Holiday**
9/15 **SLC High School Late Arrival Day**
9/29 **SLC High School Late Arrival Day**
10/6 **SLC High School Late Arrival Day**
10/9 End of first grading period
10/10 Stockpiled planning/assessment day
Students do not report
10/13 Parent-Teacher conference
Students do not report
11/4 Teacher Inservice day 4
Students do not report
11/10 **SLC High School Late Arrival Day**
11/24 Stockpiled planning/assessment day
Students do not report
11/25-11/28 **Fall Break/Thanksgiving Holiday**
12/1 **SLC High School Late Arrival Day**
12/17 1/2 day for exams 9-12
12/18 1/2 day for exams 9-12
12/19 Exams 9-12; 1/2 day PK-12
End of fall semester
12/22-1/2 **Winter Holidays**
1/5 Stockpiled planning/assessment day
Students do not report
1/6 **Students report for 2nd semester**
1/19 **MLK Holiday**
2/2 **SLC High School Late Arrival Day**
2/16 Stockpiled inservice day
Students do not report
2/23 **SLC High School Late Arrival Day**
3/12 End of 3rd grading period
3/13 Stockpiled planning/assessment day
Students do not report
3/16-3/20 **Spring Break**
4/10 **Spring Holiday**
Students do not report
4/13 **SLC High School Late Arrival Day**
5/19 1/2 day for exams 9-12
5/20 1/2 day for exams 9-12
5/21 Exams 9-12; 1/2 day PK-12
Last day of school for students
5/22 Teacher inservice day 5
5/29 Last day for 11 month principals/AP's

Color Code

	Students do not report
	First day of each semester
	Last day of each semester
	Report Cards Issued

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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FEBRUARY						
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MARCH						
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29	30	31				

APRIL						
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MAY						
S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
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28	29	30				

<http://www.mnps.org/AssetFactory.aspx?did=16082>

IMPORTANT PHONE NUMBERS

Customer Call Center	259-8400 259-4636
Information Technology Help Desk	269-5956
Professional Development/ERO	298-8456
SEMS – Substitute Employee Management System	271-1742
State Department of Education: Teacher Licensing and Certification	532-4885
Sub Help Desk	242-0517 242-0513
Employee Benefits	259-8463

IMMEDIATE TO DO LIST

- Sign up for SEMS/Substitute Employee Management System
Refer to page 17
- Sign up for ERO/Electronic Registrar Online
Refer to page 33

“There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting the circuits of our highest potential.”

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

TERMINOLOGY

ACADEMIC STANDARDS – These standards have been developed at the MNPS District level to specify what each student should know and be able to do at each grade level, Graduate - PreK.

ACT (formerly American College Testing) – ACT is no longer a name, it is a trademark. This is a college entrance examination, for grades 11 and 12, designed to assess high school students' general educational development and their ability to complete college-level work.

ADULT EDUCATION – Classes offered for adults to learn basic communication and math skills. As a result of the program, many adults are able to pass the G.E.D. (General Education Development) Test and earn an Equivalency High School Diploma.

ALTERNATIVE ASSESSMENT – The systematic process of gathering data for the purpose of an evaluation. The data may be obtained through teacher interviews, student writing, portfolios, student self-assessment, teacher observation, performance tasks, as well as other methods.

AVID - A course for students from under-represented groups to assist them in the skills that will enable them to go to college.

BALANCED LITERACY – Balanced Literacy instruction respects and addresses the needs of all learners, views teachers as informed decision makers, is flexible and is research-based. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read aloud, shared reading, guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing and independent writing.

BEP MONEY – BASIC EDUCATION PROGRAM FUNDS – Allotment funded by the state and local government for the purchase of basic classroom supplies.

CALL CENTER – An information center to assist with frequently asked questions.

CBIP – COMMUNICATION BEHAVIOR INTERVENTION PROGRAM – Self-contained special education program for students with autism and other developmental disorders.

CENTRAL OFFICE – Term used to describe offices located at 2601 Bransford Avenue. Regular meetings of the Board of Education are held at this location on the second and fourth Tuesdays of each month at 5:00 p.m.

CHARACTER EDUCATION – A program in Metro Schools which promotes the teaching of values, ethics, and decision-making skills.

CLUSTER (FEEDER) SCHOOLS – The elementary schools, middle schools, and a high school together form a K-12 school attendance pattern or cluster. Each cluster cooperates to articulate common problems, find solutions, and meet common goals. MNPS has eleven cluster patterns which are named for the high school in each group.

COMMUNITY EDUCATION – Night classes offered to any person desiring to improve vocational skills, learn new crafts, or participate in a variety of enrichment classes. Tuition is usually required.

COMP – CLASSROOM ORGANIZATION AND MANAGEMENT PROGRAM – Professional Development training which presents a comprehensive program for creating an effective learning environment.

COMP MENTOR SPECIALISTS – Teacher mentors who assist classroom teachers by providing COMP training and individualized follow-up assistance.

CTE – COMMITMENT TO EXCELLENCE - Funds available through the state.

CUM – CUMULATIVE RECORD – A confidential record of an individual student that contains pertinent information accumulated over grades K-12.

D.A.R.E. PROGRAM – DRUG AWARENESS RESISTENCE EDUCATION – Safe and Drug Free Schools and Communities Program (affiliated with Metro Nashville Police Department).

DSA – DISTRICT SPELLING ASSESSMENT

DSOP – DISTRICT STANDARD OPERATING PROCEDURE

EAP – EMPLOYEE ASSISTANCE PROGRAM – A program that provides free counseling, legal and financial help.

ENCORE – A program for certified gifted (K-8) and academically talented (3-8) students.

ELL – ENGLISH LANGUAGE LEARNERS – ELL is an English-only program in which certified teachers employ appropriate strategies and modification of instruction to meet the diverse needs of the District's international population. All instruction is based on District curriculum standards and goals.

ERO – ELECTRONIC REGISTRAR ONLINE – A web-based program that all MNPS staff use for the following tasks: to view available professional development training opportunities, to register or drop any current sessions, to view their current schedules, to print transcripts, and to print certificates.

ESSENTIAL LITERATURE – The required grade level reading materials for grades K-12. Alternative and adapted texts are available.

FAC – FACULTY ADVISORY COMMITTEE – Faculty representatives who work with the principal in each building to maintain relationships and communication.

4MAT – A program designed to incorporate strategies for the four different learning styles.

HIGHLY QUALIFIED TEACHER – One who is fully licensed to teach in Tennessee, with no licensure requirement waived, while holding at least a Bachelor's degree and having passed the NTE/PRAXIS test.

IDEA – INDIVIDUAL WITH DISABILITIES EDUCATION ACT - (Special Education Law)

IEP – INDIVIDUALIZED EDUCATION PLAN – Written plan required by federal law for all students in special education and developed by the IEP Team; reviewed and updated annually.

INCLUSION – The mainstreaming of special education students into regular classrooms for the amount of time designated in a student's IEP.

INDIGENT/WAIVER SUPPLIES - Workbooks and materials for students who qualify. Local school allocations are based on the number of students on free or reduced-price lunches.

IPT – IDEA PROFICIENCY TEST - State adopted English Language Proficiency Assessment for English Language Learners.

IT - INFORMATION TECHNOLOGY – Provides quality service, training, and access to technology in order to support the goal of improved student achievement. The vision is to deliver effective strategies and services to meet the technology needs of all stakeholders in Metropolitan Nashville Public Schools.

IN-SERVICE – A program of planned activities designed to increase competencies needed by personnel in the performance of responsibilities.

INTERIM TEACHER – A teacher hired for a specified contract term.

ISS – IN-SCHOOL SUSPENSION – A component of the local discipline plan which serves as an alternative to out-of-school suspension (middle school and high school).

JOB SHARING – Two teachers sharing one teaching position.

K.I.P.P. - KNOWLEDGE IS POWER PROGRAM - A network of free open-enrollment college-preparatory programs serving under-resourced communities.

LANGUAGE! – An intervention program for students (grades 4-12) who have not demonstrated the ability to read and write successfully as indicated by a reading composite score at or below the 35th percentile on the TCAP/Terra Nova Assessment.

LIFE SKILLS PROGRAM – this program provides elementary, middle and high school level self-contained special education classrooms.

LOTTERY SYSTEM – A selection method used to choose students for magnet schools.

M-TEAM – A school-based team organized to determine a student’s eligibility for special education services, and to write the IEP for any student certified as eligible.

MAGNET/OPTIONAL SCHOOLS – Schools that provide alternative learning curricula for students who meet certain guidelines and are accepted by application/lottery into the program. The Optional Schools consist of Design Centers, Enhanced Option Schools, and Optional Enrollment Schools.

MATH MENTOR TEACHERS- Teachers Mentors who assist classroom teachers in implementing math initiatives.

MIP - MODERATE INTERVENTION PROGRAM – Classes designed for students exhibiting behaviors that negatively impact their access to education.

MNEA - METROPOLITAN NASHVILLE EDUCATION ASSOCIATION – A professional organization which represents certificated personnel in the educational process. MNEA is associated with TEA and NEA (unified membership).

MNPS – METROPOLITAN NASHVILLE PUBLIC SCHOOLS

NCLB – NO CHILD LEFT BEHIND

NTO – NEW TEACHER ORIENTATION – An orientation that provides focused training for new teachers.

NASHVILLE ALLIANCE FOR PUBLIC EDUCATION – A public/private partnership which provides additional materials and support for critical areas of need in MNPS schools.

OPTIONAL SCHOOLS – See Magnet/Optional Schools

OSS – OUT-OF-SCHOOL SUSPENSION

PALS – PEER ASSISTANCE, LEADERSHIP, AND SUPPORT – An important support program for new teachers, PreK – 12. Experienced mentor teachers help provide instructional strategies to be used in all areas of the curriculum. The PALS also assist with goal setting, lesson planning, demonstration teaching, self assessment, and classroom management techniques.

PENCIL FOUNDATION – PUBLIC EDUCATION NASHVILLE CITIZENS INVOLVED IN LEADERSHIP – Community businesses and organizations supporting public education by adopting individual schools. A reciprocal, sharing relationship exists between the adopted and the adoptee.

PRAXIS – A national test used for teacher licensure.

PROFESSIONAL DEVELOPMENT – Profession Development focuses on providing training for specific school improvement targets for the MNPS District. In the past four years, training sessions have been offered which emphasize:

- ❖ A balanced literacy approach to teaching reading
- ❖ “The 7 Habits of Highly Effective People” (Stephen Covey)
- ❖ Classroom Organization and Management Program (COMP)
- ❖ About Learning – The 4MAT Model (diversity of learning styles)
- ❖ Technology skills integration training
- ❖ Specific training focusing on curriculum needs for all subject areas

PROGRESS REPORT – A mid six-weeks’ assessment of a student’s current academic standing in a class.

READING FIRST GRANT INITIATIVE – A federal initiative in selected Title I schools designed to improve the quality of reading instruction in K-3 classrooms.

READING SPECIALIST – A teacher assigned to assist with balanced literacy strategies and assessment.

REPORT HOME – Publication which interprets board policies and issues for parents.

SAT – SCHOLASTIC APTITUDE TEST – Optional standardized examination offered to college-bound students in grades 11 and 12.

SCHOLARS PROGRAM - A secondary program that recognizes and rewards students. Students who complete their senior year with a seven-semester average of 93 to 100 will receive an Honors Diploma with a Distinguished Scholar Seal. Those who complete the course requirements with an average of 85 to 92 will receive the Honors Diploma.

SCHOOL DELIVERY – SCHOOL MAIL – Daily MNPS interdepartment mail service provided during the school week.

SEMS – Substitute Employee Management System

“SNOWBIRD”, “SNOW WATCH”, and “SNOW PATROL” – Weather reports on local television stations which alert viewers to the closing of schools and snow days.

SPECIAL EDUCATION – Services designed for students with disabilities as outlined in an Individualized Education Plan (IEP).

SSOP – SCHOOL STANDARD OPERATING PROCEDURE

STANDARDS – Performance goals in line with national and state objectives for teaching and learning.

S-TEAM - SCHOOL SUPPORT TEAM – Support system to assist the classroom teacher with students identified through initial screening procedures as possibly needing assistance or further study.

SUBSTANCE ABUSE PROGRAMS – Programs for drug awareness and abuse. In Metro schools the following programs are available: School Team Approach, Community Enhancement, Just Say No, and D.A.R.E.

“SURVIVE AND THRIVE” – Workshops conducted by MNPS PALS to present information on best teaching practices.

TCAP- TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM – The following are state tests given at various grade levels:

- TerraNova Achievement Test – Grades 3-8
- Writing Assessment – Grades 5, 8, and 11
- Gateway Assessments – Algebra I, Biology I and English II
- End of Course – Math Foundations II, English I, U.S. History, Physical Science
- ELDA – English Language Development Assessment

TITLE I – Title I is a federal program that earmarks federal funds for schools having high percentages of students from low-income families. The purpose of these supplemental funds is to enable all students to meet challenging District and State and National Standards in math, reading, language and writing. Most schools utilize funds to purchase leveled reading books, computers, instructional materials, staff development activities, extended day programs, summer academic camps, family literacy workshops, literacy center materials, math manipulative assessment software, in-class tutors, and teachers to reduce class size in reading, language and math.

WORD WALL – A recommended posting of words as a visual aid to reinforce sight words and concepts.

WRITING ASSESSMENT (DISTRICT) – A writing assessment administered annually in grades 1-12.

ZERO TOLERANCE – Refer to the mnps.org website to read the latest policies for severe violations.

In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our responsibility.

Eleanor Roosevelt

SECTION II

NEW TEACHER INFORMATION

The greatest gifts you can give your children are the roots of responsibility and the wings of independence.

Denis Waitley

www.mnps.org

BENEFITS

INSURANCE:

Enrollment in the insurance plan must be done within 60 days of your employment. All completed forms are to be turned into the Employee Benefits Office (259-8463).

Active, certificated employees of Metro Schools are eligible for the Group Benefits Plan.

- Comprehensive Medical Plan – Blue Cross/Blue Shield of Tennessee
- Group Dental Plan – Delta Dental of Tennessee
- Group Life Insurance Plan– Aetna Life Insurance Company
- Accidental Death and Dismemberment Insurance – Aetna Life Insurance Company
- Vision Care Plan for participants in Blue Cross– CompBenefits
- Long-Term Disability – Hartford Life and Accident Company

RETIREMENT/PENSION:

Benefits/Counseling

Current provisions of state law require all new teachers to be members of the Tennessee Consolidated Retirement System as a condition of employment. Teachers are eligible for retirement after 30 years of service or attainment of age 60 with completion of 5 years of service. Benefits are based upon the average of the five highest consecutive years of pay. *For precise information, see the TCRS membership booklet given to you at the Employee Benefits Office, or call 259-8464.*

FLEXIBLE SPENDING ACCOUNT (FSA):

The FSA Program provides a way for a certificated employee to direct a portion of salary into an account that can be used to pay certain eligible medical expenses. The advantage of the FSA is that no Federal Income Taxes and no Social Security Taxes are payable on money redirected into the account.

DEPENDENT CHILD CARE EXPENSE ACCOUNT:

A separate account similar to the FSA may be established to pay eligible dependent/childcare expense.

CREDIT UNIONS:

Cornerstone Financial Credit Union, Hillsboro Village Office (385-6866)

Metro Teacher's Credit Union (321-4622)

The Tennessee Credit Union, Main Office (244-1910)

The credit unions offer financial planning, benefits, and competitive interest rates for teachers. Many teachers use them to distribute their ten-month pay over twelve months in order to save for summer.

You can pay people to teach, but you can't pay them to care.

Marva Collins

TYPES OF LEAVE FOR TEACHERS

1. Sick Leave

Ten (10) days for illness of self or family per year and completely accruable. (Based on one day each month employee is on payroll).

A sick leave bank is available to contributors whose sick leave is exhausted and who have suffered unplanned personal illness, injury, disability, or quarantine. Enrollment is a simple form and a contribution of three (3) sick days. **The deadline is October 31**, with forms reaching the schools by September or within thirty days of employment for late hires. Call 259-8410 for information about the sick leave bank.

2. Personal Leave

Personal leave shall be available to teachers under the following conditions: All regular employees shall be eligible for up to two (2) Personal Leave days in each school year without loss of salary. Employees with less than ten (10) years of service shall be eligible for one (1) additional day with loss of the prevailing substitute's pay. Employees with ten (10) years of service or more shall be eligible for three (3) additional days with loss of the prevailing substitute's pay.

3. Professional Leave

Five (5) days for educational workshops, trainings, or meetings which address specific goals in the school and District Strategic Plans. Application must be made with the principal at least five (5) days prior to the training. Approval for professional leave is granted by the principal or immediate supervisor.

4. Code 10 Leave

District approved leave for days involving specific MNPS committees, meetings or student events. This leave must be approved by the principal then sent to the appropriate Assistant Superintendent.

5. Bereavement Leave

A maximum of four (4) days may be used for the death of an immediate family member. For a non-immediate family member, one sick day may be used. If travel is involved, two sick days may be used.

6. Religious Leave

A maximum of two (2) days absence for the observance of an established religious rite or ordinance within any one school year.

7. Snow Days

When inclement weather occurs, school may be dismissed early, started late, or cancelled. The television networks announce changes of schedules by county. *Five snow days are included in the school year. Each one beyond the five built-in days is assigned a specific make-up day at the end of the school year. (See Administrative Calendar). Snow days are initially paid and no pay is given for the make-up days.*

Family & Medical Leave Act (FMLA)

Any eligible employee shall be granted, upon request, up to twelve (12) weeks unpaid leave:

- to fulfill family obligations relating directly to the birth of a child, care for the newborn child, or for placement of a child for adoption or foster care (except that any female requesting leave due to pregnancy and childbirth shall be granted at least four (4) months leave).
- to care for a child, spouse, or parent who has a serious health condition or for the employee's own serious health condition.

8. Military Leave

A teacher shall be granted leave of absence for military service for whatever period may be required. Time spent on leave of absence because of military service shall not be counted as part of the probationary period.

Military leave for required service, not to exceed five (5) years of enlistment, shall be granted to any teacher in the MNPS who may enter the armed services.

Within ninety (90) days after the expiration of his/her term of service and subsequent separation from the armed services, the teacher shall notify the Director of Schools that he/she is ready to resume his/her duties as a teacher in the MNPS. All time spent in the armed services during the leave of absence shall be credited to the teacher in salary placement and retirement benefits as if he/she had been on active duty as a teacher.

10. Court Appearance Policy

A teacher will be granted court leave with pay for the time required for court appearance only in the following circumstances:

- 1) When the Board subpoenas or otherwise requests the court appearance of the teacher.
- 2) When a teacher is subpoenaed in a lawsuit in which the Board is a party.
- 3) When a teacher is subpoenaed as a result of his/her role with the Board.
- 4) When a teacher is summoned as a juror for jury duty when written evidence of jury service is provided.
- 5) When a teacher is subpoenaed in a lawsuit in which the teacher is not a party and in which he/she has a civic responsibility to testify as a witness.

Teachers will not be able to use court appearance leave with pay for purposes other than as listed above. (e.g. divorce, custody matters, criminal cases, personal or family disputes, and similar type matters).

Written evidence of required court appearance shall be filed with the Payroll Department in order to receive court leave with pay. Any fees resulting from court service (not to exceed the employee daily rate of pay) shall be paid to the Board by those receiving leave pay.

Education is not preparation for life; education is life itself.

Author Unknown

TEACHER ABSENCES

The following pages will assist new teachers whenever an absence occurs.

**IT IS A TEACHER'S RESPONSIBILITY TO
SECURE A SUBSTITUTE IN A TIMELY
MANNER. INSTRUCTION SHOULD NOT BE
INTERRUPTED.**

The procedures to follow are listed below:

- Register for an absence
- Review/Cancel an absence
- Recruiting and retaining substitute teachers
- Prepare appropriate lesson plans

Reach high, for stars lie hidden in your soul. Dream deep, for every dream precedes the goal.
Pamela Starr

SEMS
SUBSTITUTE EMPLOYEE MANAGEMENT SYSTEM

NEED A SUBSTITUTE?

Instructions For Registering Yourself As An Employee And Reporting Your Absence:

All employees should register with the Substitute Employee Management System (**SEMS**) as soon as possible. Please do not wait until an emergency arises to register with the System.

**REGISTERING AND RECEIVING YOUR PERSONAL
IDENTIFICATION NUMBER (PIN)**

1. Have a pencil and your Employee ID number ready when you register yourself as a teacher.
2. Call the System at 271-1742.
3. **LISTEN CAREFULLY TO THE PROMPTS.**
4. Record your PIN number.
5. Safeguard your PIN number. **DO NOT** give this number to anyone.

**REPORTING YOUR ABSENCE AND ARRANGING FOR A
SUBSTITUTE**

Your absence should be directly reported into SEMS by calling 271-1742 any time day or night. Make sure you receive a **JOB NUMBER**. This is your verification that the absence was created successfully. You may get assistance if you have problems with registration by calling the **HELP DESK** at 242-0513 or 242-0517 between the hours of 5:00 a.m. and 4:00 p.m.

ABSENTEES' QUICK REFERENCE

ENTER AN ABSENCE

1. You may secure a substitute up to three (3) months in advance. When you know you need a substitute, call as soon as possible; at times there may be a shortage. Call the computer phone number (271-1742), and enter your PIN when prompted.
2. Press 1 to select the Enter An Absence option.
3. Enter the number corresponding to the reason for absence that is printed on the Quick Reference. The computer repeats the reason and allows you to accept or re-enter the selection. Press the (*) star key after entering the reason.
4. Press 1 to record special instructions (30 seconds maximum) that will be read when offering a job to substitutes, or press 5 to skip to the next step.

NOTE:

Teachers, please record the grade/area you teach by saying,
“I am a _____teacher.”

Itinerant teachers, please list the schools you serve.

Special education teachers, please record your specific category.

5. Press 1 to request a particular substitute. You will need the substitute's employee number. Press 3 to by-pass designation. If you request a particular substitute, the computer will make every effort to offer this job to the designated substitute before offering it to others.
6. Enter the substitute's employee number. Press (*) star key. The computer confirms the substitute's name.
7. Press 1 to accept your entry, press 5 to hear the substitute again, or press 7 to re-enter the substitute.

To Assign a Substitute:

To assign a specific substitute teacher, you will press 3. Then press 1 to confirm that the *substitute teacher has already agreed* to fill the absence. You must also press 1 again to receive the job number. Press 1 to receive the job number.

Important: Wait for the computer to give you the job number, and record it. This completes the absence entry process. KEEP THE JOB NUMBER AS DOCUMENTATION OF YOUR REQUEST FOR A SUBSTITUTE.

You may want to keep a list of preferred substitutes, their payroll numbers, your PIN number, and the substitute computer phone number on a card in your wallet for your convenience/emergencies.

The first time you call for a substitute, you may have to call the Substitute Help Desk at 242-0513 or 242-0517 between 5:00 A.M. and 4:00 P.M.

Don't tell them how to do it, show them how to do it and don't say a word. If you tell them, they'll watch your lips move. If you show them, they'll want to do it themselves.
Maria Montessori

REVIEW OR CANCEL AN ABSENCE

1. Call the computer phone number (271-1742), and enter your PIN when prompted.
2. Press 5 to select the *review or cancel an absence* option. Listen carefully to the absence information the computer gives you.
3. Press 1 to hear the information again, press 3 to hear another absence, or press 5 to cancel the absence.
4. If you select *cancel the absence* you must press 1 to confirm the cancelled request and wait for the computer to say, "Job number ____ has been cancelled." If you do not hear this, the job has not been cancelled, and you will need to go back to the beginning.
5. Jobs should be cancelled as far in advance of the start date/time as possible. Press "yes" when you are asked whether you want the substitute to be notified.

COMPUTER PHONE NUMBER	271-1742	24 Hours
HELP DESK	242-0513 242-0517	5:00 A.M. – 4:00 P.M.

REASONS FOR ABSENCE:

1. Personal Illness
2. Illness in the Family
3. Death in the Family
4. (Nothing)
5. Leave Without Pay
6. Personal Leave
7. Professional Leave
8. Vacation
9. (Nothing)
10. Code 10
11. Emergency Leave
12. Religious Holiday
13. Nothing
14. Nothing
15. Bereavement Leave

THE COMPUTER CALLS SUBSTITUTES DURING THESE TIMES:

	A.M.	P.M.
Weekend	5:00 – 11:30	6:00 – 10:00
Saturdays	None	None
Sundays	None	6:00 – 10:00
Holidays	None	6:00 – 10:00 (On the evening preceding return from holiday)

RETAINING SUBSTITUTE TEACHERS **(IT TAKES EVERYONE)**

...TIPS FOR TEACHERS...

RECRUITMENT:

Substitute teaching is a part-time position. Just as you want to be very selective regarding the person who will replace you in your absence, the substitute teacher can be very selective about the assignment that he/she accepts. Here are some recruitment ideas:

- Look at the Substitute Sign-In Sheet in your school's office and note the names of substitutes who accept assignments in your building.
- Recruit substitute teacher(s). Candidates would be people you know (friends, relatives, church members, college students...) who have completed at least sixty (60) semester hours of college course work and enjoy working with students. Although parents should not substitute teach in a classroom where their children are students, **THEY CAN SUBSTITUTE AT THE SAME SCHOOL**. Consider using a buddy system. You recruit parents for a colleague, and your colleague would recruit parents for you. Substitute teachers may choose to only work at one school – your school – so recruit and offer assistance.
- Leave a detailed message in the "comments" section when you create an assignment in the Substitute Computer Calling System. Providing information about your students and/or the assignment could make the difference between a substitute teacher accepting or declining the position.

RETENTION:

- Early in the year, instruct students regarding behavior and conduct expected during teacher absences.
- **Assemble your Substitute Teacher Folder.** Every teacher should have a folder which contains all of the general information a substitute needs to know about the classroom (daily schedule, attendance procedures, location of nearest restrooms, classroom rules or expectations, hall passes, special duties, etc.).
- Provide an accurate seating chart.
- Prepare easily understood lesson plans that contain adequate learning activities to keep students actively engaged throughout the school day.
- Provide/Prepare LOTS of supplemental enrichment activities for students who complete assignments quickly.

Leave a confidential note informing the substitute teacher about students with special needs.

- Leave instructions regarding your preferred classroom management system. (This means your rules and procedures.)
- Leave instructions for educational assistants or others who are in the classroom throughout the day.
- Identify, by name, a student the substitute can rely upon for assistance.
- Identify, by name, a teacher the substitute can contact for assistance.
- Leave the substitute teacher a thank you note.

Teachers evaluate each substitute after returning from an absence. The evaluation forms are in the school office, and after completion must be given to the principal.

Teaching is not a profession; it's a passion.

Author Unknown

TEACHER EVALUATION

THE TENNESSEE MODEL FOR EVALUATING NEW AND EXPERIENCED TEACHERS

www.state.tn.us/education/frameval/

Teachers in the Metropolitan Nashville Public School system will be evaluated under the Tennessee State Model for Local Evaluation, "**Framework for Evaluation and Professional Growth**". Emphasis is placed throughout the evaluation process on developing and assessing the capacity to improve student performance. The Framework consists of two components, the **COMPREHENSIVE ASSESSMENT** and the **FOCUSED ASSESSMENT**.

*****ALL NON-TENURED TEACHERS WILL USE THE
COMPREHENSIVE ASSESSMENT MODEL*****

ASSESSMENT PLANS APPLICABLE TO METRO TEACHERS:

COMPREHENSIVE ASSESSMENT

FOCUSED ASSESSMENT

NO ASSESSMENT

STEPS TO FOLLOW

Note: The following requirements are noted chronologically, EXCEPT that you should begin immediately to compile documentation for the Educator Information Record (EIR) (Item # 4 below) which will be submitted in the spring and may be due before the entire Observation Cycle (Item # 3 below) has been completed.

1. **Teacher Self-Assessment:** This self-analysis will be used by the teacher to identify his or her personal strengths and weaknesses by Domain number and indicator letter. It may be discussed with the evaluator in a pre-evaluation conference at the principal's discretion, but will not be submitted to the evaluator for inclusion in the evaluation packet.
2. **A Unit and Lesson Plan:** These items must be completed by first-year teachers and transfer teachers in their first year with Metro. The plans will be submitted to the principal, who will evaluate them and determine whether revision is needed. This lesson plan must be taught during one of the required observations.
3. **Observation Cycle:** A minimum of three observations will be required for first and second year teachers, a minimum of two for third year and tenured teachers. At least one observation must be unannounced. While observing, the evaluator will "record" the lesson taught using modified scripting techniques from which the lesson could be reconstructed. The following steps comprise the observation cycle:

- (i) A. A Planning Information Record (PIR) is completed by the teacher and submitted to the principal prior to each announced observation and after the unannounced observation. This form describes the teacher's expectations for the lesson, though the teacher may adapt the lesson as needed while teaching. A clarifying conference may be needed but is not required.
 - *Note that Item # 4 of the PIR should relate to Item # 1 of the PIR.
 - (ii) B. One or two scheduled and one unannounced observations will be conducted by the principal.
 - (iii) C. A Reflecting Information Record (RIR) is completed by the teacher within 24 hours after each observation. This form allows the teacher to reflect specifically on the lesson observed in preparation for discussing the lesson with the evaluator. In conference, the principal may ask the teacher to clarify or elaborate on a comment on the RIR. The RIR and Appraisal Record (AR) conferences may occur in one sitting. The AR is designed to identify (using Domain numbers and indicator letters) the teacher's strengths and weaknesses exhibited during the observed lesson.
- 4. The Educator Information Record (EIR) is completed and submitted by the teacher, usually prior to the final observation. This form requests data on the two non-observable Domains of Assessment and Evaluation and Professional Growth. Samples of assessment instruments to be submitted with this form are encouraged; additional samples may be requested by the evaluator. It is suggested that teachers begin completing the EIR and gathering supporting samples early in the school year.
- 5. A Summative Form and Conference are completed next. Utilizing any pertinent data collected from the observations, RIR, AR, Unit/Lesson Plan Analysis, and EIR, the evaluator uses the Framework's rubrics to determine the teacher's scores on each Domain. The evaluator and teacher then conference about the principal's decisions and both sign the Summative Form.
- 6. The teacher's Future Growth Plan is then completed. Any Domains the evaluator has scored as a "Required Area to Strengthen" must be included in the Future Growth Plan. "Professional Growth Goals" are written in observable terms, and an Action Plan complete with timelines for achieving those goals is designed.

SUMMARY OF DOMAINS, INDICATORS, AND SCORING CRITERIA

DOMAIN I: PLANNING

- Indicator A:* Establishes appropriate instructional goals and objectives.
- Indicator B:* Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals.
- Indicator C:* Plans instructional opportunities that are adapted to diverse students.

DOMAIN II: TEACHING STRATEGIES

- Indicator A:* Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful.
- Indicator B:* Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.
- Indicator C:* Uses an understanding of both the student and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions, and student ownership of the learning.

DOMAIN III: ASSESSMENT AND EVALUATION

- Indicator A:* Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions.
- Indicator B:* Communicates student status and progress to students, their parents, and appropriate others.
- Indicator C:* Reflects on teaching practice by evaluating continually the effects of instruction.
- Indicator D:* Evaluates student performance and determines the amount of progress.

DOMAIN IV: LEARNING ENVIRONMENT

- Indicator A:* Creates a learning climate that supports the development of student abilities.
- Indicator B:* Manages classroom resources effectively.

DOMAIN V: PROFESSIONAL GROWTH

- Indicator A:* Collaborates with colleagues and appropriate others.
- Indicator B:* Engages in professional development.
- Indicator C:* Performs professional responsibilities efficiently.

DOMAIN VI: COMMUNICATION

- Indicator A:* Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriated others.
- Indicator B:* Writes clearly and correctly.

HINTS FOR COMPLETING THE EDUCATOR INFORMATION RECORD (E.I.R.)

(As presented by Susan Young of TEA at the F.Y.I. Workshop)

The E.I.R. is used to evaluate teachers in the two domains not readily observable:

- Domain III: Assessment and Evaluation
- Domain V: Professional Growth.

In question 1 regarding the "Pre-Assessment" and "Ongoing Progress" sections (III A), the development must be sequential. Stick to the same class when writing your responses. This does not have to be the same class used for your observation cycle. Utilize these tips for completing the first two sections:

1. For the summary forms, attach assessment tools. If you use performance type assessments (non-written), include a written description.
2. Show ongoing progress.
3. Use a variety of assessments.
4. Reveal instruction in a clear manner – exactly matching to pre-assessment.
5. Account for ALL students – even if some transfer, change teachers, etc. State the reasons.
6. Include appropriately selected pretests.
7. Include *affective* as well as *cognitive* domain assessments (observations). Provide samples of assessments used.

For the reflection piece "Assessment of Strategies and Techniques" (III C), you should do the following:

1. Analyze how to improve your instruction.
2. Show evidence of reflection.
3. Show progress in questioning techniques (from lower to higher order).
4. Include goal(s) for improvement and how to accomplish the goal(s).
5. Consider including performance-based assessments.

Question 2 regarding the Tennessee Value-Added Assessment System (TVAAS) will not apply to teachers with fewer than three years experience.

For Question 3, divided into three sections labeled "Pre-Instructional Data", "Post-Instructional Data", and "Conclusions" (III D), you may use another subject area to complete the question; it does not necessarily have to be connected to the previous questions. Use these tips:

1. Show group progress. Explain what you are doing for the group as a whole and your modifications.
2. Use both *cognitive* and *affective* lines of questioning. On a sheet of paper, show the actual questions you would ask to address both.
3. Indicate the amount of change that occurred from August to the current date.
4. Draw conclusions from the data.
5. State your instructional objectives and results.

For Question 4, detailing your most effective methods for communication with parents and appropriate others (III B), look through your files, locate samples, and list examples of communications you have used with parents or appropriate others.

You should do the following when completing this section:

1. Attach samples that reflect a two-way EXCHANGE of information, such as communication that relieves the anxiety of students, parents, and teacher; that supports student progress; that increases support/advocacy for the school, the teachers, and public education in general; that improves school and a classroom climate; that builds a stronger school community; and/or that builds community relations.
2. Include feedback on the effectiveness of the communications.
3. Show ongoing and consistent communications throughout the year.

For question 5, in analyzing a collaborative effort of professional growth, demonstrate that you have a purpose when you teach and when you select collaboration and professional growth activities. What are you hoping will happen? Be able to show your intention.

Utilize these tips:

1. Base your response to this section on a RECENT collaboration.
2. Center your responses around your desire to improve student performance.
3. Consider problematic situations and their solutions that require expert assistance, such as that of the special education teacher.
4. State the name(s) of your colleague(s) included in the collaboration.
5. Make this response child or classroom focused.

For question 6, divided into sections labeled "Professional Development Activity and Date" and "Application and Leadership which have resulted from the Professional Development Activity", utilize the following tips:

1. Select RECENT professional growth activities.
2. When appropriate, describe your ROLE in the activity, such as facilitator, recorder, etc.
3. Aim toward improvement and student gains. The professional growth activities you include here should readily demonstrate their effectiveness for student improvement.

EDUCATOR INFORMATION RECORD (EIR) CHECKLIST

- One PRE-ASSESSMENT example
- One example of an ONGOING STUDENT ASSESSMENT
- One example of ASSESSING YOUR TEACHING STRATEGIES
- One example of TEACHER EFFECT TVAAS information use (if applicable - only for teachers with three years of data)
- One example of PRE- and POST- TESTING
- Two examples of your COMMUNICATION with parents
- Two examples of PROFESSIONAL COLLABORATION with others
- Two examples of PROFESSIONAL DEVELOPMENT activities

Remember: Be Specific. Don't Generalize. Start NOW!

SCORING CRITERIA FOR FIRST-YEAR TEACHERS

SCORING STANDARDS Comprehensive Assessment

An “unsatisfactory” rating in at least one indicator within a domain will result in that domain being identified as a “Required Area to Strengthen.”

Current License/ Certificate	Expectations	Criteria for Marking a Domain as a “Required Area to Strengthen”
First and Second Year Apprentice	1 indicator in each domain above Level A in Domains I-IV All indicators at Level A in Domains V & VI	All indicators at Level A or an indicator(s) Below Level A in a domain within Domains I-IV An indicator(s) below Level A in a domain within Domains V & VI Recommendation for Rehire: No More than 2 domains Identified as “Required Areas To Strengthen”
Third-Year Apprentice/ Advancement to a Professional License	All indicators at Level B	An indicator(s) below Level B Requirement: Advancement to a Professional License allows no more than 2 domains identified as “Required Areas to Strengthen”
Professional License	No indicators below Level B At least 1 indicator in each domain at Level C	An indicator(s) below Level B A domain in which no indicator is at Level C Expectation: No more than 1 domain be identified as a “Required Area to Strengthen.”

ACADEMIC STANDARDS, ASSESSMENT, CURRICULUM, AND INSTRUCTION

In the Metropolitan Nashville Public Schools **ALL** students will be expected to learn the Academic Standards. The Standards developed will serve the following purposes:

1. Define what students are expected to know and be able to do in grades 12 - PreK.
2. Articulate what teachers must teach, 12 – PreK.
3. Serve as a guide to parents so they can work more closely with the MNPS District in helping their children master the Standards.
4. Guide MNPS in curriculum development and selection of textbooks.

The Standards are reviewed annually and revised as necessary.

The Standards will be the basis for all curriculum development at all grade levels. In grades PreK - 6, the Standards define the curriculum taught for each grade level. In grades 9-12, the appropriate curriculum committee will develop course outlines that identify the particular grade level Academic Standards taught in that course.

All classroom teachers are expected to use the Standards as the basis for ALL lesson planning and to focus every activity on what MNPS students must know and be able to do. Additionally, teachers will be expected to use the information gained from the District and State assessments as another basis for lesson planning.

The direction in which education starts a man will determine his future life.
Plato

STATE DEPARTMENT OF TEACHER LICENSING

**Questions concerning teacher licensing and certification
may be addressed at 532-4885.**

NEW TEACHER KIT – Basic and Necessary Supplies

MNPS, in collaboration with the MNEA, agrees to provide each new teacher to the system with a kit of basic supplies.

NEW TEACHER FUNDS - \$200

The Board agrees to reimburse each regular and special education classroom teacher, media specialist, guidance counselor, and itinerant personnel \$200 for the purchase of instructional materials and supplies. New teachers to Metro with three (3) years or less teaching experience shall be reimbursed an additional \$200 for the purchase of instructional materials and supplies per district guidelines. This new teacher money is a one time allotment which will be paid after all official new hire paperwork has been submitted. For specific guidelines, consult your principal and school bookkeeper.

Professional Development Guidelines for Employee Participation DSOP 1415

Professional Development focuses on providing training for District and local school improvement targets to enhance instruction and to improve student achievement. Professional Development also assists teachers in becoming Highly Qualified under the NCLB “HOUSSE” option. Teachers must select professional development training that focuses on their areas of instruction, and support employees must select training that applies to their current position.

In order to maximize the benefit of our Professional Development funding and increase the number of people receiving training, the following guidelines apply to all professional development sessions:

Registration

- Participants in professional development sessions must be full-time or part-time regular MNPS employees.
- MNPS employees teaching in summer school or in Enhanced Option schools during the summer may not attend professional development sessions until their school-based program has ended.
- Participants may only take a class once, unless a principal requests an override through the Professional Development Department.
- After three no-shows, a person will not be able to register for self-selected professional development using the ERO system. To register for a class, he/she will call the office offering the class and register for the waiting list.
- A confirmation will be e-mailed or sent through school mail to each employee enrolled in a professional development session.
- To cancel attendance, the employee must give forty-eight hours notice to the subject area coordinator responsible for the professional development session. In addition, it is the responsibility of the employee to cancel the session on ERO.

Attendance

- Participants are to arrive promptly for the beginning of each professional development session. Participants arriving at workshops more than 15 minutes late or leaving prior to the designated ending time will not be paid for the day.
- Full day participation is required to receive a stipend. MNPS does not pay for partial day attendance.
- Participants must attend all days of a training to receive credit. In the event a participant must miss a day during a multi-day workshop, the participant will receive payment for the days attended, but credit will not be given for the class. Participants should not register for the class unless they can attend all days of the class. They should not register for more than one class on one day.
- There will be a morning sign-in sheet and an afternoon sign-out sheet.
- Participants must know their MNPS employee number (listed on the pay stub) in order to sign-in and sign-out of each session.

Participation

- Attendees are expected to participate fully in the activities designed for each workshop. Any attendee who does not choose to participate or who causes a disruption will be dismissed. During the school year, a participant who is dismissed shall return to their assigned school for the remainder of the day. A participant who is dismissed will not receive a stipend for the day.
- Cell phones and pagers must be turned off during sessions. Phones and pagers shall only be used during scheduled breaks and lunchtime.
- Teachers may not bring children or pets to professional development sessions.

Record of Attendance

- Participant sign-in/sign-out sheets will be processed for:
 - a. Verification of workshop completion
 - b. Certificate hours of teacher participation for Highly Qualified status
 - c. Stipend payment, if applicable (e.g., summer training, evening sessions throughout the school year).
 - d. Stipend payments are processed through the Professional Development Department and the Business Office. A minimum of three (3) to four (4) weeks is necessary for this payment cycle.
- Principals and Supervisors will be notified of persons with no show status and persons with incomplete attendance.
- The tracking of professional development participation (certificates) is the sole responsibility of each attendee.
- Participants who do not adhere to these guidelines are subject to disciplinary action.

Other

- MNPS trainings are often held at off-site facilities. Participants should direct questions to the MNPS contact person or the Professional Development Department, rather than the off-site facility, regarding workshop times, locations, and directions.

Electronic Registrar Online User Manual

**MARTIN PROFESSIONAL DEVELOPMENT CENTER
2400 Fairfax Avenue
Nashville, TN 37212
(615) 298-8456**

Please direct any questions or concerns about ERO to the
System Administrator in the Professional Development Department.

Quick Reminders for Registrants

ERO Profile

The Professional Development Department updates ERO every two weeks. If you are a new hire, you will automatically be entered into the ERO system once Human Resources has assigned you an employee number and entered you in the main employee system.

Once your profile has been entered into ERO, you must be assigned a Pin Number.

Please contact the Professional Development Department at 298-8456 to select your pin.

Memorize the number you select!

- After selecting a PIN, please log into ERO and **“Modify” your profile to add your email address.** Make sure you click “Update” at the bottom of the page after entering your email address. This email address can be MNPS or a personal address.
- **Please keep email address current in your ERO Profile.** Modifications to your profile can be made under the “My Profile” tab, then by clicking “Modify Profile”.

How do I sign up for a class?

By Internet:

- Go to **ero.eschoolsolutions.com (do not use the www. prefix).**
- **Enter the Organization ID 37204** (Central Office zip code)
- **Enter your User ID** (employee number)
- **Enter your PIN Number** (the number you chose when setting up your profile) If you forget your PIN, go online and enter the Organization ID and your User ID. Then, click “Email PIN” to have your PIN emailed to you. **You must have an email address on your profile to use this feature.**
- Select **Course Catalog** tab
- Search by **Curriculum, Session Number or Specific Date** (Choose only one criteria to search. If more than one is used, it will not complete search.)
- When you find the training you want to attend, click **register** on the right side of course title
- When you find the date of the training you want to attend, click **register** on the left side
- Registration is now complete. A screen will automatically appear showing that you have registered successfully. You will also receive an email confirmation immediately and a reminder email 10 days prior to the training date.

You will be asked to complete an evaluation for all trainings in which you participate. This evaluation will be done on ERO by clicking on the “My Evaluation” tab. Once the evaluation is complete, all trainings will show on your transcript under the “My Transcript” tab. You will then be able to print a certificate for the attended sessions.

How do I view my schedule and drop a class?

- Go to the **My Current Schedule** tab.
-
- View Schedule.
- To drop a session, choose **“click to drop”** on left side of the course title screen.
- You will be asked, **“Are you sure?”** Click **Yes.**

Logging In

Requirements:

An Internet Service Provider (i.e.: Internet access)

Getting to the Electronic Registrar Online:

1. In the address field at the top of your Internet browser screen type:
ero.eschoolsolutions.com ***Do not enter “www” before the address!***
2. Press the <Enter> key on your keyboard or click on “Go”.
3. The Welcome Screen appears with a box reading: Please enter your Organization ID. Enter the appropriate information, then press the <Enter> key on your keyboard or click Submit.

Organization ID 37204

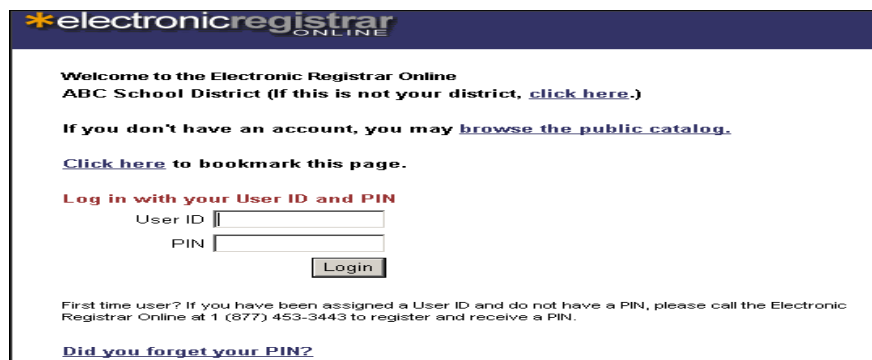


The screenshot shows the 'Welcome to the Electronic Registrar Online' page. At the top is the logo '*electronicregistrar ONLINE'. Below the header, the text 'Welcome to the Electronic Registrar Online' is displayed. A red prompt 'Please enter your Organization's ID' is above a text input field. To the right of the input field is a 'Submit' button. Below the input field, a note states: 'If you have forgotten your Organization ID, please contact your System Administrator'.

4. The Login screen appears with two boxes reading: User ID, and PIN. Enter the appropriate information, then press the <Enter> key on your keyboard or click on Login. This will take you to the Home screen for your User level.

User ID = Employee ID

PIN = _____



The screenshot shows the login page with the header '*electronicregistrar ONLINE'. The main text reads: 'Welcome to the Electronic Registrar Online ABC School District (If this is not your district, [click here.](#))'. Below this, it says: 'If you don't have an account, you may [browse the public catalog.](#)' and 'Click here to bookmark this page.' A red prompt 'Log in with your User ID and PIN' is above two input fields: 'User ID' and 'PIN'. A 'Login' button is to the right of the PIN field. At the bottom, a note says: 'First time user? If you have been assigned a User ID and do not have a PIN, please call the Electronic Registrar Online at 1 (877) 453-3443 to register and receive a PIN.' Below that is a link: 'Did you forget your PIN?'.

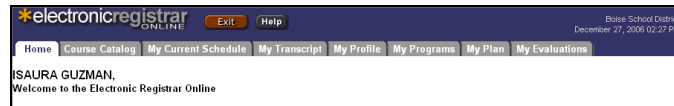
5. First time users will need to “Agree to the ERO Terms” by checking in the box at the bottom of page and clicking submit. This will be the only time you will need to do this.

Please contact the Professional Development Department to set-up your pin.

Memorize the number you select!

If you forget your PIN, go online and enter the Organization ID and your User ID. Then, click “**Email PIN**” to have your PIN emailed to you. **You must have an email address on your profile to use this feature.**

When logged in, the district name will appear in the top right corner above the date and time. Also, an “Exit” button appears where it previously said “Log On.”



As a User, you can perform several tasks online. Each task is available on a different tab.

Course Catalog (Registration)

The **Course Catalog** tab is used for registration. Only courses with sessions that are open to your registrant type for registration on the date you are logged in will be visible in the online course catalog. The Search will not display a session if the *Registration End Time* has passed and registrations will not be allowed.

A screenshot of the 'Course Catalog' search interface. The top navigation bar is the same as the previous screenshot. Below it, there are three tabs: 'Search for district courses', 'View Schedule Calendar', and 'Request Out of District Transfer Credit'. The 'Search for district courses' tab is active. It contains several search criteria fields: 'Curriculum' (a dropdown menu), 'Credit type' (a dropdown menu), 'Course Code or Title' (a text input field), 'Session (SRN)' (a text input field), and 'Session Budget Code' (a text input field with a red error message 'No budget codes are defined' next to it). Below these fields is a 'Start Date Range' section with 'From' and 'To' date pickers. At the bottom of the search section, there is a 'Results' dropdown menu set to 'List by Course', and two buttons: 'Search' and 'Advanced Search'.

You can search by the following criteria and choose the search results format (List by Course, Curriculum Category or Date). ***Choose only one criteria when searching for a session.***

- Curriculum category
- Credit Type
- Course title or course code
- SRN (session reference number)
- Session Budget Code (if being used by your district)
- Start date or date range

The *Advanced Search* link, located to the right of the Search button offers additional search options including an option to show only Sessions with seats available. Search results can be listed by Course, Curriculum Category, or Date.

In the search results, select the desired course by clicking on either the course title or “Register.”

Course Title	Course Code	Starts	
Learning MS Office	367130	Fri 09/09/05	Register
Orientation to District Policies	951546	Fri 09/08/06	Register
Review of the School Improvement Plan	205192	Sat 12/16/06	Register

The course description and all sessions open for registration will appear. Also, prerequisite courses list on this screen.

Select a session by clicking on the green circle labeled "Register."
If enrollment in a session must be approved, click the green circle labeled "Request Enrollment."

Course Information [Back to Search Results](#)


Course Code	201000
Name	MODULE 5: INSTRUCTIONAL RESOURCES & STRATEGIES- K
Description	MODULE 5: INSTRUCTIONAL RESOURCES & STRATEGIES- K
Requirements	There are no prerequisites for this course.

Course Sessions (Choose a session to register)

SRN	Status: Active	Location
1111	# Seats Available: 15	Registration Starts: 03/01/2007 05:00 PM
	# On WaitList: None	Registration Ends: 03/09/2007 11:59 PM
	Delivery Method: None	Late Drop Starts
	Stipend: None	Late Drop/No Show Fee: \$ 0.00
	Target Audience: None	Session Budget Code
	Date/Time: 03/30/2007 10:00 AM - 11:00 AM	
	Credits: 0.00	Hours: 0.00
	Reg. Fee	

[Register](#)

In the case of a cancelled session, the session will continue to display until the close of the registration period. However, registrants will not be able to enroll in cancelled sessions. Instead of a green circle, the following symbol will display under the SRN number.

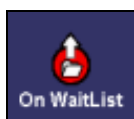


Course has been cancelled. Registration is not allowed.			
SRN 2002030301	Status: Cancelled	Location:	Lincoln Elementary School
 Course Cancelled	Credit: 1.00	# Seats Available:	35
	Hours: 1.00	#Registrants On WaitList:	None
	Reg Fee:	Registration Starts:	08/01/2002

If there are prerequisites that you have not met, the circle on the left of all sessions of this course will be red with a line that indicates, “Prerequisites Required.” This picture appears if your registration privileges have been revoked. The message bar above the session will indicate if your status does not permit registration or if there are prerequisite courses that you have not completed.



If you are already enrolled in a particular session, the circle on the left of that session will be red. The label will display, “Already Registered.”



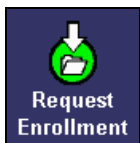
If you are already on the waitlist for a particular session, the circle on the left of that session will be red. The label will display, “Already Registered.”



If there are session restrictions that you do not meet, then that session is being restricted to allow only a particular audience to enroll. Two types of restrictions are possible: Location (registrants from a certain location only) and Classification (registrants who teach a certain subject or grade). When there are session restrictions that you do not meet, the circle on the left of the session will have a red line through it and a message describing which restriction is not met. Also, a pink information bar describes why you cannot enroll above that session.



If you have already enrolled in or attended another session of the selected course within the number of days entered as that course's limit, you will not be permitted to register for that session.



If registration must be requested and self-enrollment is not permitted, then you will see a green circle showing "Request Enrollment." Click this circle to place your name on the list of requests for this session.

To register for a session for which you are eligible, click on the green circle labeled "Register" to the left of the session. **[Note:** *Registration over the phone does not have a course catalog. Instead, use the SRN from above the green circle. When you press "1" to register for a course, you are prompted to enter the SRN.*]

If a seat is available, you will receive a message on the screen that you are "Enrolled." Also, if your district is using email notifications and you have a valid email address on your profile, then you will receive an email notification of your successful enrollment as well.

If the session you are attempting to register for is full, you will have the option to add your name to the waitlist for that session. If your district is using email notifications and you have a valid email address on your profile, an email notification is sent to indicate that you have been added to a waitlist for this session.

Note: *Choosing to be added to the waitlist reserves the date(s) and times of that session on your schedule and prevent enrolling in other sessions at that time.*

Check your district's policy on enrolling from the waitlist before adding your name to any waitlist. Your district has the option to automate enrollment from the waitlist such that when a seat becomes available the first eligible person on the waitlist is enrolled and notified via email of that change in registration status. As a registrant, you should be aware to look for that email notification and to check your schedule online. (Cancelled sessions are also notified by email.) If you are enrolled in a session from the waitlist, it is your responsibility to drop that enrollment if you do not want to attend. Otherwise, you may prevent a registrant who wants to attend from doing so.

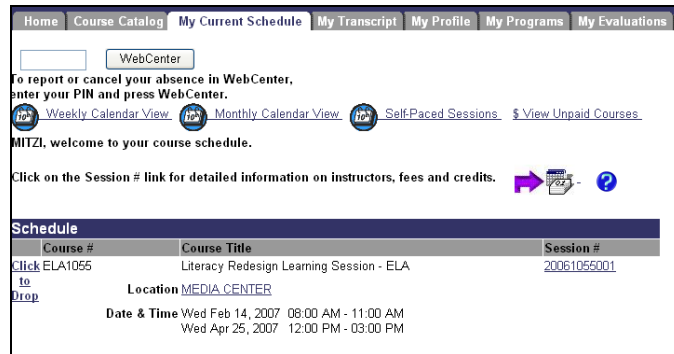
If there is a schedule conflict with a session that you are enrolled in or on the waitlist for, you will be notified of the conflict and given the opportunity to drop your current enrollment or waitlist status in order to attempt to enroll in the selected session. (A seat may or may not be available for that session.)

My Current Schedule

The **My Current Schedule** tab displays your current schedule of registrations and the sessions for which you are on the waitlist. It also provides an Export function for exporting your schedule to a workstation calendar program, such as Microsoft Outlook.

The links on this page let you view your schedule in a weekly or monthly calendar view.

Only sessions in the future appear on this tab.



- Sessions for which you are **registered** appear in the “Schedule” section.
- Sessions for which you are on the **waitlist** appear in the “Waitlist” section.
- Sessions for which you have **requested** enrollment appear in the “Requested” section.
- **Cancelled** sessions remain on your schedule until the last session date. They are marked with a red “CANCELLED.”

You can perform the following activities from this tab:

- **Print** your schedule using your Internet browser’s print option.
- View driving instructions by clicking on the location name link. This opens a MapQuest window.
- To **drop** enrollment in a session or from a waitlist, click on “Click to Drop.” You will be asked, “Are you sure?” Click on “Yes” to drop from that session. Click on “No” to remain enrolled or on the waitlist for the session.
- To **drop** enrollment in a session during the Late Drop period, click on “Click to Late Drop.” This link only displays if the “late drop” period for the session has begun. The system performs a check to determine if there is a “late drop” date configured for that session and compares that date to the current date.

If the drop is being executed within the session’s “late drop” period, the system displays a message that the drop will be recorded as a late drop. Click on “Yes” to drop from that session. Click on “No” to remain enrolled for the session.

Home

Course Catalog

My Current Schedule

My Transcript

My Profile

My Programs

My Evaluation

123

Weekly Calendar View

123

Monthly Calendar View

Jane, welcome to your course schedule.

If you are on a waiting list for any courses, you will be notified via email should those courses become available.

Click on the Session # link for detailed information on instructors, fees and credits.

Schedule

Click to Drop

Course #	Course Title	Session #	Credits	Hours
GEN1000	CPR	2001100003	1.00	1.00
Location Lincoln Elementary School				
Date & Time Wed Jan 01, 2003 10:00 AM - 11:00 AM				

Click to Drop

TEC0900	The Internet as a Teaching/Learning Tool	2001090001	3.00	
Location Adam's Middle School				
Date & Time Wed Jan 01, 2003 10:00 AM - 11:00 AM				

Click to Drop

MATH23	Math	111223333	1.00	1.00
Location Carrollton High School				
Date & Time Tue Feb 25, 2003 05:00 PM - 07:00 PM				

This course has been CANCELLED

Click to Drop

LAR0303	Balanced Literacy Overview 3-5	2002030301	1.00	1.00
Location Lincoln Elementary School				
Date & Time Sun Mar 02, 2003 03:30 PM - 04:30 PM				

Click to Drop

LAR0306	Reading for Fun	2302	1.00	1.00
Location Adam's Middle School				
Date & Time Wed Aug 31, 2005 10:00 AM - 11:00 AM				

WaitList


Click to Drop

Course #	Course Title	Session #	Credits	Hours
GEN1000	CPR	2001100001	1.00	1.00
Location Lincoln Elementary School				
Date & Time Wed Jun 01, 2005 08:00 AM - 09:00 AM				
Fri Jul 01, 2005 08:00 AM - 09:00 AM				

To view additional information on a session, click on the underlined Session number. The Course Information screen will display.

Home	Course Catalog	My Current Schedule	My Transcript	My Profile	My Programs	My Plan	My Evaluations
Course Information							Back to My Schedule
Course Code	ELA1055						
Name	Literacy Redesign Learning Session - ELA						
Description	ELA teachers and administrator learning session focused on current Research in Reading and its application into the classroom.						
Requirements	There are no prerequisites for this Course.						
Session Reference Number 20061055001							
Status	Active	Location	MEDIA CENTER				
# Seats Available	10	Registration Starts	10/11/2006 12:00 AM				
# On WaitList	None	Registration Ends	10/11/2006 11:59 PM				
Delivery Method	Interactive Sharing Discussion	Target Audience	District Administration, C & I Staff				
Stipend	None						
Credit Type(s)	CLU - English Language Arts	Credits	Hours	Reg. Fee			
Date/Time	10/11/2006 08:00 AM - 11:00 AM	12.00	12.00				
	12/13/2006 12:00 PM - 03:00 PM						
	02/14/2007 08:00 AM - 11:00 AM						
	04/25/2007 12:00 PM - 03:00 PM						

Registrants who are logged into ERO can export their schedules to a workstation calendar program, such as MS Outlook. All session occurrences in the registrant's schedule are exported in one file.

The *Export My Schedule* icon,  will display on the **My Current Schedule** tab if a registrant has a schedule.

Schedules can be exported to MS Outlook or to another Desktop calendar.

To export an ERO schedule, follow these steps:

1. Click the *Export My Schedule* icon. A "File Download" dialog will display. Depending on the browser being used, the name and file type are identified on the dialog and you are asked whether you want to open or save the file.
2. Click Save.
3. Open your desktop Calendar program. (i.e., Outlook, Lotus Notes)

4. Select File, Import & Export.
5. Select file format iCalendar or Vcalendar to import.
6. Browse to the schedule file you saved from ERO (*.ics).
7. Select the file and click the OK, Insert, or Import button.

Note: The following desktop calendar programs are supported: 30 Boxes, AiAi, Active Desktop Calendar, Apple iCal, Darwin Cal Server, Contractizer & iPod, Chandler, Drupal event module, eventSherpa, FirstClass, Google Calendar, Jalios JCMS, Korganizer, Kronolith, Lotus Notes, Lovento, Mozilla Calendar (and Moz Sunbird, Mulberry, Plum Canary Chirp, Novell Evolution, Nuvvo, Rainlendar, Schedule World, Simple Groupware, Time Trade enterprise schedule server, Upcoming.org, WebCalendar, Windows Calendar, Zimbra Collab Suite, and MS Outlook).

My Transcript

The **My Transcript** tab displays sessions that the registrant attended. Attended registrations can be sorted by School Year, No Shows, or by Late Drop records.

Certifications/Endorsements	Issued Date	Expiration Date	Requirements
None			
This is your professional development history. Select a date range below to display only that time period. Click the Certificate link next to a course to view a certificate of completion for that course in a new window.			
Date Range: From <input type="text" value="MMDD/YYYY"/> To <input type="text" value="MMDD/YYYY"/> <input type="button" value="Display"/> <input type="button" value="Print Report"/>			
Please enter dates on the left or the system default will be used.			
View No Shows View Late Drops View Unpaid Courses			
View by Credit Type View by School Year			
07/12/2005 - 06/30/2006			
Course #	SRN	Course Title	Credits Hours Completed

The last session occurrence must have started in the past and the registrant must be marked attended before the session is displayed on the Transcript. Also, the evaluations must be completed before the session is displayed on the Transcript.

Certifications/Endorsements	Issued Date	Expiration Date	Requirements
New Teacher 2701 North Q Street Orlando, FL 32804 BRENTWOOD MIDDLE SCHOOL Status: ACTIVE			
Elementary Education - Reading	01/01/2004	12/31/2008	60 hours of Add on credit within the re-certification period. View using these dates
This is your professional development history. Select a date range below to display only that time period. Click the Certificate link next to a course to view a certificate of completion for that course in a new window.			
Date Range: From <input type="text" value="MMDD/YYYY"/> To <input type="text" value="MMDD/YYYY"/> <input type="button" value="Display"/> <input type="button" value="Print Report"/>			
Please enter dates on the left or the system default will be used.			
View No Shows View Late Drops			
View by Credit Type View by School Year			

The *View by School Year* option displays all attended registrations in the past.

Note: Your organization may also restrict this view to only those marked “Yes” for Complete such as when an evaluation must be completed in addition to attending in order to receive credit.

Home	Course Catalog	My Current Schedule	My Transcript	My Profile	My Programs	My Plan	My Evaluations
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Course Information		Back to My Transcript
Course Code	ADM100000	
Name	Book Study - Classroom Instruction That Works	
Description	Marzano et al has examined decades of research to recommend nine teaching strategies that have a positive effect on student learning.	
Requirements	There are no prerequisites for this Course.	
Session Reference Number 11111		
Status	Active	Location
Delivery Method	None	Target Audience
Stipend	None	
Credits	0.00	Hours
Reg. Fee	0.00	
Date/Time	Self-paced	Complete by: 12/31/2006

Home	Course Catalog	My Current Schedule	My Transcript	My Profile	My Programs	My Plan	My Evaluations
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To view transcript information for a specific date range, enter the month, date, and/or year using the provided “Date Range” drop-down menus and click on “Search.”

To view additional information on a particular session, click the **SRN** link.

To print a report containing Late Drop/No Show information, the status of “All” must be selected from the *Registration Status* drop-down menu on the setup page and the appropriate boxes selected in the 'Fields to Display' section.

Note: The “Complete” only: checkbox must be unchecked (Off) for Late Drop/No Show occurrences to be included in the report.

Printing a Certificate of Completion

To print a certificate of completion, click on the *Certificate* link next to the desired session. Then, use the print function of your Internet browser to print the certificate. Certificates of Completion print on a full page in Landscape orientation. The credit types and associated credits and hours are displayed.

Certificate of Completion			
betaScenarioA			
This is to certify that			
MITZI ABADIE			
has successfully completed session #20061035001			
Reading Recovery/Literacy Teacher Opening Meeting			
08/14/2006			
Curriculum	Credit Type	Credits	Hours
English Language Arts	CLU - English Language Arts	4.00	4.00
Participant should retain this certificate for professional records.			
Printed from the Electronic Registrar Online™			

Note: Certificates are visible only if your organization enables that feature.

My Transcript Report

This report allows you to print personal transcript reports for your records.

To print the report, follow these steps:

1. Choose the “Print Report” button.
2. Use the Record Selection section to select Courses to be shown on Transcript.
3. Use the Fields to Display section to select information that will appear on the report.
4. Click “View Report” button on bottom of page to view report.
5. Select “Yes” for the Security Information.
6. Use the Printer Icon in the Adobe Window.
7. Use the Back button in the browser window to return to the Report setup page.
8. Use the “Back to Report List” button to return to the My Transcript Tab page.

My Transcript [Back to My Transcript](#)

Contents: A printable version of your transcript.

Record Selection

Registration Status:
Credit Type Name:

Fields To Display

Grades: <input type="checkbox"/>	Curriculum Category: <input type="checkbox"/>	District Address: <input type="checkbox"/>
Course Code: <input checked="" type="checkbox"/>	SRN: <input checked="" type="checkbox"/>	Hire Date: <input type="checkbox"/>
Hours: <input checked="" type="checkbox"/>	Course Title: <input checked="" type="checkbox"/>	Start Date: <input type="checkbox"/>
Totals: <input checked="" type="checkbox"/>	Completed Date: <input checked="" type="checkbox"/>	Certification Area & Dates: <input type="checkbox"/>
Credits: <input checked="" type="checkbox"/>	Late Drop Details: <input type="checkbox"/>	Total Late Drops: <input type="checkbox"/>
Total Registered: <input checked="" type="checkbox"/>	No Show Details: <input type="checkbox"/>	Total No Shows: <input type="checkbox"/>

Format Options

Sort By:
Report Title:
Output Format:

My Profile

The **My Profile** tab displays current profile information. If the district allows, you may update your contact information in this database only. (**Note:** *Updated information in this database is not sent to your district’s mainframe, payroll, or Human Resources database. Follow district policy to inform the district of changes for the purpose of databases other than this one.*)

By clicking on “Modify Profile” (visible only if enabled by the district), address, telephone, and email address information can be updated.

The Total Late Drop/No Show Count field is a display-only field populated by the system based on the actual total for the profile.

Modify My Profile [Back to Profile](#)

Click "Update" button below to save changes.

Name	ISAURA GUZMAN		
Address Line 1			
Address Line 2			
City, State Zip		Choose	
County, Country		Choose	
Phone-Home			
Phone-Mobile			
Phone-Other			
Phone-Work			
Gender	Unknown		
Ethnicity	Unknown		
Birth Date			
Hire Date	Unknown		
Start Date	Unknown		
Stipend Eligible?	No		
Total Late Drop/ No Show Count	0		
*Primary Location	Administration Building		*Primary Classification
Email		Include @ followed by domain that includes a period (Ex: name@yourdistrict.k12.state.us).	
Anniversary Date			
Registrant Status	Active - unlimited registrations		Application Fee
Registrant Type	Administrator		Fee Paid?
		No	
Location(s)/Classification(s)			
Location: Administration Building (primary)			
Classification: LANGUAGE ARTS (primary)			
Areas of Certification/Endorsements			
None Selected			
<input type="button" value="Update"/> <input type="button" value="Reset"/>			

In order to take advantage of email notifications, keep the email address correct. You may enter one email address only, but may update that email address as needed to direct email notifications to the account you most regularly check.

A system administrator must update all other fields if changes are needed.

After making your changes, click on "Update" in the lower left corner of the screen.

My Programs (Not available for use at this time)

The **My Programs** tab functions as an online advisor and record keeper for the registrant. Information on certifications/endorsements and issued/expiration dates also display on this page.

Information is displayed in ascending order by expiration date and then by ascending alphabetical order by certification area name. If a profile has no certifications, the word, "None" is displayed.

This tab illustrates the registrant's progress towards completion of a program. A **program** is a group of required and suggested courses that must be taken to meet an overall requirement. You will only see a program on the **My Programs** tab if you have been assigned to one. All programs to which you are assigned appear in the "Choose Program" drop-down menu.

Home	Course Catalog	My Current Schedule	My Transcript	My Profile	My Programs	My Plan	My Evaluations
View Programs READING <input type="button" value="Show"/>							
READING (5.00 credits)							
subject area 1 (5.00 credits)							
Course #	Course Title	Credits					
3003038	Basic Palm Handheld Operation (required)	3.00					
2013005	Fluency Workshop by Flare (required)	2.00					
7105001	Collaborative Planning and Teaching	12.00					

Once a course has been attended, the word, "Attended" will display to the right of that course. The Course # link will display past information about your attended registration.

If you are registered for a session of a course listed in a program, “Registered” will display to the right of that course. The *Course #* link will display detailed information about that registration.

If you have met the requirements of a course listed in a program by attending training out of the district, and your district is collecting that information in this database, “Transfer” will display to the right of the course taken to meet that requirement.

Use the *Course #* link for sessions not attended or registered to search the course catalog for sessions that are open for registration.

My Plan

The **My Plan** tab displays your Personal Development Plans (PDPs). The Certification/Endorsement areas and Issued/Expiration dates are displayed above the Plan details.

Information on Goals, Learning Activity Types and Comments are added, “in-line” on this screen. This means that rather than going to a new screen to Add or Modify information, a set of fields will appear on the same screen. After the information is entered, the fields will disappear and the information will appear in the PDP.

Plan for: Teacher View

Certifications/Endorsements	Issued Date	Expiration Date
None		

Click + to view/hide more information.
[Add Goal](#)

+ Goal: Read book “Classroom Instruction That Works” by Robert Marzano.

Comments [Add Comment](#)

Learning Activities [Add Activity](#)

+ Goal: Create a training course on Classroom Instruction [Modify](#)

Comments [Add Comment](#)

Learning Activities [Add Activity](#)

[View Report](#)

Note : To View the Report you must have Adobe Acrobat Reader installed. Use the Back arrow of your browser to return after viewing the report.

My Evaluations

The **My Evaluations** tab provides a link to an evaluation form for sessions in the past that you have attended. Not all sessions will have an evaluation. The “Identity” column displays the attribute associated with the evaluation. An “Anonymous” evaluation does not include the name of the respondent. An “Identified” evaluation includes the respondent name and other details along with survey answers.

Home	Course Catalog	My Current Schedule	My Transcript	My Profile	My Programs	My Plan	My Evaluations
MITZI, thank you for evaluating your sessions. Click on Evaluate to complete the evaluation for the session.							
Evaluations							
	Identity	Course #	Course Title	Session #	Completion Date		
Evaluate	Anonymous	ELA1061	Strategies, Vocabulary, Word Study, and Fluency	20071061001	Sat Jan 20, 2007		

To complete the evaluation, click the *Evaluate* link. Each evaluation form includes instructions on using the form including information on whether the evaluation is Anonymous or Identified and how responses must be entered.

The screenshot shows a web interface for a 'Staff Development Evaluation'. At the top is a navigation bar with links: Home, Course Catalog, My Current Schedule, My Transcript, My Profile, My Programs, My Plan, and My Evaluations. Below this is a header for the 'Staff Development Evaluation' with a 'Back to My Evaluations' link. The form contains the following fields and instructions:

Course #	ELA1061
Course Title	Strategies, Vocabulary, Word Study, and Fluency
Session #	20071061001
Completion Date	01/20/2007

Respond to items 1-13 by choosing 1 for YES, 2 for NO, and 3 for DON'T KNOW/UNDECIDED. Respond to items 14-15 by commenting on your new learning.

- Your answers are anonymous.
- Responses are required for every item.
- When finished, click **Submit** to record your evaluation.

Participant's Reaction

1	The staff development opportunity was valuable to me.	Choose ▼
2	The materials that I received were easy to understand.	Choose ▼
3	The leader was knowledgeable and helpful.	Choose ▼
4	The location was conducive to learning.	Choose ▼

Participant's Learning

After entering your responses, click “Submit” to save the evaluation. You may only respond to an evaluation one time. After responding, that session is no longer visible in the list of evaluations for you to complete.

To view additional information about the session before evaluating it, click the Session number link on the Evaluation page.

Functions of the Electronic Registrar Online for all Registrants

Home	Screen Appears upon Login
Announcements	Please read your announcements before continuing with the Electronic Registrar Online.
Assistance	If assistance is needed use the Email System Administrator Link.

Course Catalog	Screen Appears by Clicking on the Tab that reads "Course Catalog"
Curriculum search	Search for courses by choosing a curriculum from the drop down box (click in the box or on the down arrow to view the list). Click on Search or press Enter. All courses that are appropriate for the curricula will be listed alphabetically.
Course search	Search for courses by entering a word found in the title of the courses. Click on Search or press Enter.
Session search	Search for one course by entering the session reference number (SRN). Click on Search or press Enter.
Date Range search	Search for courses by entering a date range. Click on Search or press Enter. All courses with offerings starting between the dates entered will be listed by date.
Display Results	You may choose how you would like for the search results to display. The default is by Course Title. Other options are: Curriculum Category, and Date.
See a Course Description	After searching has completed, select a course from the list by clicking on either the course title or the word "Register" that appears to the left of that course title. The Course Description screen appears along with session and occurrence information.
Register	To register for a session click on the circle in the blue box to the left of the session you desire. The box will have a green circle if you are eligible to register. You may be required to select a credit type. The circle will be red if you are already registered for that session. The circle will have a line through it if you have been restricted from attending (i.e.: You are not part of the intended audience.)
	Successful registration will say ENROLLED.
	If there is a CONFLICT in your schedule of courses for which you are registered, it will not allow you to register for that session. This will be indicated on the screen along with the session that conflicts.
	If the session is FULL, you will have the option to be added to a waiting list. This list will automatically register you when/if a space becomes available. You will be notified via email when/if you are added. It will also appear on your Current Schedule.

My Current Schedule	Screen Appears by Clicking on the Tab that reads "My Current Schedule"
View Current Schedule	Appears upon selecting the indicated tab. The courses/sessions for which you are currently registered are listed here. You may view the course description by clicking on the Course Title.
Drop	Click on the word "Drop" to the left of the course/session that you want to drop. This occurs instantly.
Weekly Calendar View	By clicking on the words "Go to weekly view" you can see your schedule in a week-by-week view. Move from one week to another using the left and right arrows next to the month and year.
Monthly View	Click on "Go to monthly view" to see your schedule in a monthly calendar. Move from one month to another using the left and right arrows next to the month and year. To return to the list of courses/sessions, click on "Go to Schedule".

My Transcript	Screen Appears by Clicking on the Tab that reads “My Transcript”
View Entire Transcript	Click on “My Transcript” to view your entire transcript.
View Partial Transcript	Enter a date range and then click on “Display”.
Display by School Year or Credit type	Click on the links to “View by Credit Type” or “View by School Year”.
Print Certificate of Completion	After selecting the transcript view, click on the “Certificate” option to the left of the attended course.

My Profile	Screen Appears by Clicking on the Tab that reads “My Profile”
View Profile	Click on “My Profile.
Modify Contact Information for THIS SYSTEM ONLY (This is NOT connected to any other systems or databases.)	To update your address, phone number(s), and email address click on “Modify Profile” in the shaded bar just under the tab name. The fields you are allowed to update will appear as boxes. Change the information as necessary to keep information current. Click on UPDATE at the bottom left of the screen to save your changes.
	For changes other than those listed above you must contact someone in the personnel/payroll office.

My Evaluations	Screen Appears by Clicking on the Tab that reads “My Evaluations”
Choose Session to Evaluate	From the list sessions that you have attended, click on “Evaluate” to complete an Online Evaluation for that session. Not all sessions will have an evaluation. An evaluation can only be completed once. Your responses are anonymous.

Technology Quick Bytes

To log onto your computer:

- Hold down **Control/Alt/Delete** simultaneously.
- When prompted, type in your username. This is usually your first initial and last name or your first and middle initial and last name (e.g., jbsmith). Note that no capital letters or spaces are used.
- The helpdesk will issue your first password. Once you have logged onto the system with that password, you will be prompted to create your own. The password should be 8 characters in length. At least one of the digits needs to be a number or capital letter.
- The third text box on the login screen should read **"MNPS."**
- For help with logging onto your computer, you can call the **HelpDesk at 269-5956**.

To access your e-mail using the Internet:

- Go to www.mnps.org.
- Click on **Working in MNPS**. On the left side of the page, click on **MNPS Employees E-mail**. After reading the next page, click on **Employee E-mail Login**.
- A login screen will appear. This information is identical to the computer login information with one exception. You must type **mnps** before your username.
- For help with accessing your e-mail, you can call the **HelpDesk at 269-5956**.

To request a substitute online: (This can be done on the telephone if you prefer.)

- Go to www.mnps.org
- Click on **Working in MNPS**. On the left side of the page, click on **Teacher Absences (SEMS)**.
- Your User ID is your employee number. Your PIN is a 6 digit number that has been assigned to you.
- For help with SEMS, you can call the **Sub Help Desk at 242-0513 or 242-0517**.
- SEMS can also be accessed by phone at 271-1742.

To learn about professional development opportunities and to register online:

- Go to www.mnps.org
- Click on **Working in MNPS**. On the left side of the page, click on **Professional Development**. On the left side of that page, click on **Electronic Registrar Online (ERO)**.
- The instructions for setting up your pin number are on the bottom of that page. You may wish to use the same pin number for ERO and for SEMS. Your ERO pin number can be 4 to 6 digits (not letters and cannot start with a 0).
- Once you have your pin number, click on ero.eschoolsolutions.com. You will be prompted for the organization ID. The organization ID is **37204**.
- Your User ID is your **employee number**.
- For questions regarding ERO, contact **the Professional Development Department at 298-8456**.

For access to Instructional Technology Resources:

- Go to www.mnps.org.
- Click on **Working in MNPS**. On the left side of the page, click on **Technology Professional Development**.
 - **Staff**—list of the Technology Professional Development staff
 - **Classes**—class outlines, course manuals, class schedule
 - **Technology Resources**—online tutorials, portaportal (websites), technology journals, workshop and teacher resources, research
 - **Location**—picture and directions
 - **Tech Talk**—monthly technology newsletter
 - **Dana Wireless Writing Technology Grant**—grant opportunity for middle schools

For access to an online encyclopedia:

- Go to www.mnps.org
- Click on **Our Schools**. On the left side of the page, click on **Library System**.
- Any of the resources on that page are accessible from any MNPS computer connected to the network. If you are at home, you will be prompted for a password. The password and username for Grolier are **mnps**. The password to the Tennessee Electronic Library is **elvis**.

If your MNPS **computer** is not operating properly, call the **HelpDesk at 269-5956**.

If you have questions about other types of **professional development**, call the **Professional Development Department at 298-8456**.

Any other questions should be directed to the **Customer Service Center at 259-8400**.

Professional Development Office

Lenna Allen, Director of Martin Professional Development Center
Lenna.Allen@mnps.org

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SECTION III

Strategies for a Successful Year

What the pupils want to learn is as important as what the teachers want to teach.

Lois E. LeBar

www.mnps.org

You Are Treated as You Are Dressed

Make no mistake, we judge others by their dress, and they judge us too. It may not be fair. It may not be right. But people tend to treat other people as they are dressed.

It's common sense. You will be treated as you are dressed.

A salesperson sees two shoppers approaching, one appropriately dressed and the other inappropriately dressed. You know very well who will get immediate and better service.

How much credibility would a bank have if the teller who processes your paycheck was dressed in jeans and wore a T-shirt emblazoned with inappropriate slogans? Would you buy life insurance from a salesperson who called on the family wearing a bowling jacket with the inscription "Ma's Donuts" on the back?

In an ideal world, viewed through rose-colored glasses, it would be wonderful to be accepted for ourselves alone, not for our appearance. In the real world, however, our all-too-visible selves are under constant scrutiny.

- ❖ *The effective teacher dresses appropriately as a professional educator to model success.*
- ❖ *As you are dressed, so shall you be perceived; and as you are perceived, so shall you be treated.*
- ❖ *You do not get a second chance at a first impression.*

Wong, Harry K. and Rosemary T Wong. *How To Be An Effective Teacher The First Days of School*. California: Harry K. Wong Publications, Inc., 2001

TEN THINGS WE KNOW

1. **Every student can learn.**
Have high expectations and consider different learning styles and achievement levels.
2. **Every student is unique.**
Acknowledge diversity of interests, motivation, and ability.
3. **Success creates more success.**
Failure creates more failure.
4. **New learning connects to what is known.**
Instruction should be relevant and based on background knowledge and past experience.
5. **Learning is social.**
Discussion, small groups, and cooperative learning are all great instructional strategies.
6. **Instruction should engage the learner actively.**
Projects, skits, experiments, simulations, and hands-on experiences are essential.
7. **Curriculum should be integrated and meaningful.**
Thematic, conceptual, interdisciplinary, and community-based units are most effective.
8. **Everyone needs options.**
Curriculum that considers the student's intelligence type, achievement level, learning style, and pace will be most successful.
9. **A variety of resources should be used.**
Newspapers, magazines, technology, and guest speakers are some of many options.
10. **Assessment should be broader than pencil/paper tests.**
Portfolios, projects, presentations, and verbal assessments are viable tools.

GENERAL PRINCIPLES OF LEARNING AND MOTIVATION

Nancy A. Carlson

A principle, for the purpose of this article, is a truth or guiding light enabling us to plan instruction so that as much as possible has been done to ensure that the intended learning takes place. These are viable principles, and we should at all times bear them in mind when planning, delivering, and evaluating instruction. When planning instruction for a learner who experiences difficulty in academic and social skills, this is more than just a guiding light, it is absolutely imperative.

If there are any "truths" to be found in the currently overwritten and overemphasized field of learning disabilities, it is that any program of instruction that fails to take into consideration certain principles of learning will be doomed to failure. The converse, sadly enough, is not always true. A program that does rationally consider all the principles will not always experience success with all learners, but it is much more likely to produce intended changes in behavior. In Las Vegas terms, the odds are with you rather than against you if you employ these principles.

Many of the following principles are straightforward common sense, and undoubtedly have been heard of or experienced before.

MOTIVATION

A student is more likely to be motivated to learn things that are meaningful to him or her.

1. As concerned teachers, we should try to relate intended learning to the student's experiences. What has the learner experienced? Analogies may help him or her see the relationship if the analogous situation or relationship is very concrete.
2. Relating to each student's interests and values is very helpful. One of the best ways to do this is to allow the student(s) more voice in decisions that affect them, decisions such as:
 - What objectives will be set?
 - What procedures will best achieve those objectives?
 - At what rate should the material be learned?
 - With what degree of accuracy?
 - How much practice time should be given and how often?
3. Whenever possible, we should try to explain how this particular experience will affect the learner now and in the future. An organizer is a useful tool; it is a written explanation or overview of the material that will follow. Often it contains the rationale for the instructional experience. The use of an organizer, if perceived as meaningful to the student(s) will go a long way toward answering a multitude of often unasked questions. (For example, "We are doing this because _____"). If the explanation can be related to non-school experiences, so much the better.

TIP: Whenever the above blank cannot be filled in, think seriously about eliminating the experience.

PREREQUISITES

A student is more likely to learn something new if he or she has all the prerequisites.

1. Past learning is the most important factor in determining success or failure in learning. (Note: It said "past learning" and not past teaching or past exposure.)
2. To determine the necessary prerequisites, it is often helpful (and sometimes necessary) for the teacher, and occasionally the student, to engage in two operations:

Task description. What are the operations one must perform and the decisions one must make to reach the objective? A flow chart may be helpful. Flow charts can follow the traditional structure or can be constructed using sequenced pictures or drawings for non-readers.

Task analysis. After a task description is complete, it is easier to look at the underlying assumptions, concepts, and skills that a learner must already have mastered in order to successfully accomplish this new task. Information on task analysis and task description is readily available to the interested reader.

3. Test for prerequisites, and by all means, let the learner in on it. In order for intended learning to occur, the student should perceive the relationship between what he or she knows and what he or she needs to know. Too often this step is missed, especially if the child has a learning problem. Just a simple, "Here's what you can do now..." and "Here's what I would like you to be able to do..." will suffice.

MODELING

A student is more likely to acquire a new behavior if he or she is presented with a model performance to watch and imitate.

1. In modeling, it is critical to label the important aspects of behavior as they are being demonstrated. (Said differently, present good visual, auditory, and whenever possible, kinesthetic experiences.) For example, "Johnny, let's do this together. First we take the small stick and put it here, then the medium sized stick and put it next to the other two. Small, medium, large. That's ordering by size. Now you do the same thing."
2. Students should see the model receiving rewards for a particular behavior. This is extremely important, but in practice the modeled behavior is often inappropriately or negatively rewarded or even overlooked.
3. The model should be perceived as a person of high status, so as not to be in conflict with the student's values or beliefs. This may explain why cross-age teaching succeeds in the elementary school – fifth graders are perceived as high status by second graders.
4. Modeling applies when teaching either technical or social skills. In fact, it is not always necessary that the teacher model the behavior; it becomes very apparent that another (high status) student could model the desired behavior, receiving praise immediately. "Did you see Sally walking backwards on the balance beam and explaining what she was doing? That's an interesting way to use the beam. Can anyone else do something on the beam?"

OPEN COMMUNICATION

A student is more likely to learn if the medium used in the learning situation is structured so that the teacher's messages are open to the learner's inspection.

State all the messages you intend to have students receive and state them in a way that will ensure reception. In other words, don't have a "hidden agenda." Following are some tips:

1. State objectives to each student. This tells the student what to attend to during presentations.
2. Point out relationships; give cues and prompts.
3. Avoid talking about something in its absence; avoid abstractions. This is important in the elementary school, and for any learner in the secondary system that is still functioning in a concrete manner.
4. Structure your presentation so the student can both see and hear.
5. Ask questions to verify. Remember, some learners are too embarrassed to ask questions themselves. Asking questions is also an example of modeling. If you ask questions and really listen to the answers, then you are providing an appropriate model. Wouldn't you like the children to ask questions and then listen?

All of this looks like you're giving the learner many different chances for success. After all, you're telling him or her to learn. But isn't that what good teaching is all about? The learner should never have to figure out what the teacher wants – it should be apparent.

NOVELTY

A student is more likely to learn if his or her attention is attracted by relatively novel presentations.

Any variation in the format of the mode of presentation groupings which will make it a more unusual and creative experience will be deeply appreciated. It is also more likely to be learned. Occasionally, too much novelty will produce overreaction – an inappropriate behavior. Common sense on the teacher's part will avoid this problem.

ACTIVE APPROPRIATE PRACTICE

A student is more likely to learn if he or she takes an active part in practice geared to reach an instructional objective.

The range of options when talking about an active role for learners can run from a totally "open" classroom or free schools to a totally structured but still participatory role in a more traditional classroom. The key to success is to have the learner involved.

If active is a key word in the above principle, we must also recognize appropriate practice. Inappropriate or incorrect practice can actually cause incorrect habits to form, thus making further teaching/learning more difficult.

DISTRIBUTING PRACTICE

A student is more likely to learn if practice is done in short periods over time.

All of us can get tired and bored with any task at some time. No matter how exciting the task, we need to get away from it even if it's only to make us more excited about starting the next time. For children with learning problems, this is an axiom. Many will show signs of boredom and fatigue or will make too many mistakes. Some will not have the ability to attend for very long no matter what the task. For these children, it is better to break up a task into short doable segments, than to expect the entire task to be finished at one time. Short for some children may be one to three minutes.

FADING

A student is more likely to learn if instructional prompts are withdrawn gradually.

Instructional prompts, or crutches as some call them, are perfectly appropriate and should be used. During the learning process, many children need the help of a finger on a word in a sentence or a "window" to single out the specific word for oral and silent reading. Many normal children remove the prompt or crutch as they become more skilled. Other children must be withdrawn gradually.

Blind children begin learning Braille with large bumps and then, gradually, the size of the bumps are reduced. Young children learning to write are first given paper with dark lines for structure. Both are examples of fading.

PLEASANT CONDITIONS AND CONSEQUENCES

A student is more likely to learn if the instructional conditions are pleasant.

This rather ideal situation can be promoted by avoiding aversive conditions and consequences such as:

Boredom: repeating unnecessarily, waiting too long, non-challenging material. Boredom happens too frequently when a child has a problem with age-appropriate materials. Material at a lower level is often boring to the learner and serves only to fill time.

Unpleasant physical conditions: too hot or too cold, too noisy, always being in the same place, too many distractions, etc.

Frustration: unreasonable demands with no escape, continually failing, being asked to "pay attention" when it's not possible to see and/or hear. The list of what can cause frustration could go on and on. We must try to be alert to the signs, if possible.

Emotional hurting: by not touching the learner, by making harsh comparisons, by harmful jokes, scapegoating, etc.

If these unpleasant conditions are not avoided, the student will soon learn to avoid the situation, the teacher, and the school. Avoidance could easily turn into adjustment problems and/or delinquent behavior.

PROVIDING PLEASANT CONDITIONS AND CONSEQUENCES

Setting challenging tasks. Each task should really require some effort from the learner.

Learning theory suggests that if a learner has about a 50% chance of success, he or she is more apt to continue doing the task. For a child with long-standing learning problems, 50% may be a little low. But a 90% chance for success is too high. A challenge is necessary and is in itself motivating.

Giving Feedback: A learner needs information regarding what he or she is doing – the more immediate the better. Keep in mind the question "why". If you can explain to a learner "why" it is that he or she did the task either appropriately or inappropriately, and discuss what should be done differently, he or she will be more likely to do it better the next time, assuming that is your objective.

Rewarding the student's effort. If the learner is trying and is involved in the process of learning, praise the process. At first give praise for effort immediately and every time, always referring directly to what is being performed. Gradually make the praise more intermittent. This particular strategy can be both overdone and phony. Be careful.

Given an understanding of the principles of learning and motivation listed here, the odds are with you now.

If you must raise your voice, do it to cheer someone on.

Anonymous

LEARNING STYLES AND STRATEGIES

VISUAL Learners can easily:

- Recall what they see
- Follow written or drawn instructions
- Learn by observing people, objects, pictures

They enjoy or learn best by using computer graphics, performing visual puzzles, looking at or designing maps, charts, graphs, diagrams, cartoons, posters, and bulletin boards.

AUDITORY Learners can easily:

- Recall what they hear
- Follow spoken instructions
- Learn by listening and speaking

They enjoy learning and learn best by talking, debating, interviewing, participating on a panel, asking and answering questions, memorizing, and making oral reports.

TACTILE Learners can easily:

- Recall what they touch
- Follow instructions they write or touch
- Learn by touching or manipulating objects

They enjoy learning and learn best by doodling, sketching, playing board games, building models, constructing dioramas or relief maps, setting up experiments, writing, and tracing.

KINESTHETIC Learners can easily:

- Recall their experiences
- Follow instructions that they perform or rehearse
- Learn by touching or manipulating objects

They enjoy learning and learn best by playing floor games, assembling objects, building models, participating in fairs, setting up experiments, acting, role-playing, and scavenger hunts.

GLOBAL Learners can easily:

- Make decisions based on emotions/intuition
- Be spontaneous
- Careless about neatness

They enjoy learning and learn best by information presented in an interesting or humorous story, examples, interesting materials, group work, and activities.

ANALYTIC Learners can easily:

- Make decisions based on logic/common sense
- Plan and organize well
- Focus on details and facts
- Like a tidy environment

They enjoy learning and learn best by information presented in sequential steps, with rules and examples, structured materials, teacher-directed lessons, clear goals and requirements.

(Adapted from "Creative Classroom Online-Tough to Teach"

<http://www.creativeclassroom.org/jf00ttt/reading.html>)

ALTERNATIVE ASSESSMENT

Assessment is a vital part of instruction used to determine what the student has received from the educational experience to guide further instruction, and to help ensure that all students learn. Many educators are changing the way they think about assessing student performance as they develop a repertoire of activities, tests, and tasks which are relevant, authentic, and informative to both the student and the teacher.

Just as lesson plans must sometimes be altered on a moment-to-moment basis to adjust to a changing classroom situation, so must evaluation be open to appropriate adaptation. No single behavior, strategy, activity, or task can provide a comprehensive picture of student learning. A variety of creative measures, examined carefully over a period of time, can give a much more accurate and complete picture of a child's progress than can evaluation limited to traditional paper and pen testing.

Consider these examples of alternative assessments.

1. **Demonstration:** Students can design and conduct an activity illustrating their knowledge of the concept in question.
2. **Exhibition:** Students might work alone or in pairs to prepare an oral report on a given subject, with or without an accompanying written version.
3. **Investigation:** Students might apply the learned concept in a variety of environments to research its applicability.
4. **Oral Response:** A student's audible response to questions asked during a lesson can be assessed to evaluate depth of learning.
5. **Portfolio:** The accumulated body of a student's work can be reviewed to determine progress and proficiency, rather than evaluating each individual piece.
6. **Written Response:** Students might write essays or stories utilizing the concepts studied.

PLANNING FOR A GOOD BEGINNING

Activities for the First Day of Class

First day activities for a full-length class period may be as follows:

Greeting Students

- ✓ Make sure your name and the course title are on the board; post a sign with your name outside your door.
- ✓ Stand outside your door, guiding students to their classes and greeting them briefly as they enter your room.
- ✓ When most students have arrived, enter the room, help students be seated, and monitor behavior.
- ✓ Tell students your name, the course title, and ask them to check their schedules.

Administrative Task

- ✓ Take attendance. Have students raise their hands rather than call out; note pronunciations and preferred names.
- ✓ Determine how each child will go home (e.g., school bus number, car rider, walker, etc.).
- ✓ Have students complete other necessary forms. Be clear and specific with instructions and expectations.

Introductions/Routines

- ✓ Tell students something about yourself.
- ✓ Use a brief getting-acquainted activity or a short questionnaire to help students become familiar with each other.
- ✓ Give overview of the course, emphasizing the course's importance, interest, challenges, applications and mention some interesting activities.
- ✓ Discuss your beginning-of-class routine, such as notebook requirements, etc.

Discussion of Class Rules

- ✓ Explain rules, rationales, and consequences.
- ✓ Include major procedures that are immediately necessary.
- ✓ Set a positive tone.
- ✓ Gear the length and specificity of the discussion to the maturity level of your students.

Presentation of Course Requirements

- ✓ Briefly describe major course requirements and how they will contribute to the course grade.

An Initial Content Activity

- ✓ Choose an activity that students can complete successfully with little or no assistance so you will be free to monitor and handle other matters as they come up.
- ✓ Collect unfinished work to be completed the following day.
- ✓ Use this activity to teach basic procedures (how to get help, to hand papers, when to sharpen pencils, etc).

Ending The Period

- ✓ Give students time to collect their materials and to clean up areas around their desks.

The Second Day of Classes

The amount of material you covered your first day will, of course, determine what you must cover the second day. With this in mind, consider the following suggested plan for the second day of classes:

Attend to New Students

- ✓ Get new students seated.
- ✓ Give them any forms they missed the first day.

Review the beginning of class routines

- ✓ Go over your beginning-of-class routines as presented yesterday, such as notebook requirements, etc.

Review major rules and procedures

- ✓ Provide new students with a copy.

Complete discussion of course requirements

- ✓ If necessary, you may wish to elaborate on some areas introduced yesterday, such as notebook requirements, etc.

Present a content activity

- ✓ You may wish to distribute textbooks, teach a lesson, and then give a seatwork assignment.
- ✓ You may wish to give a pretest or diagnostic test.

Close the period

- ✓ You may wish to introduce your end-of-class procedure at this time. Explain your expectations (e.g., students are to work until you tell them to get ready for dismissal; The bell indicates that it is time for the teacher to dismiss students. Students should remain seated until you, the teacher, dismiss the class).

After the Second Day

Review established procedures

Add procedures as they are needed. Be sure to teach each procedure as it is introduced.

Monitor behavior carefully and give immediate feedback

Begin giving regular class work and homework assignments. Grade and return work promptly, so that students and parents receive feedback.

RULES AND PROCEDURES

Rules are expected norms of general behavior. Their function is to prevent or encourage certain behaviors (depending on whether they are stated negatively or positively). Rules do not change. Procedures are ways to get classroom activities done. Their function is to make tasks "routine" in order to provide continuity, predictability, and time saving. Procedures may change according to needs that arise. Generally, classroom rules should be limited to 3 to 5 rules; classroom procedures have no prescribed number.

GUIDELINES FOR WRITING RULES

Class rules must be:

1. Consistent with school rules. Rules within your classroom should include any rules set by the administration and faculty for all students. Classroom rules should not conflict with school rules; school rules should be in effect in the classroom.
2. Understandable. Rules must be stated so that students clearly understand what is meant. Vocabulary should be consistent with students' grade and/or ability level.
3. Doable. Rules must be such that students are capable of following them. They must be within students' maturation level and mental and physical abilities. Note: Do not confuse *goals* and *rules*. You no doubt hold one or more goals for your classroom that do not translate directly into a rule.
4. Manageable. Rules should be easily monitored and not require excessive classroom time to hold students accountable.
5. Always applicable. Rules should be consistent across situations; there should be no exceptions.
6. Stated positively when possible. Stating rules positively encourages the desired behavior. Although it is sometimes difficult to state all rules positively, most "do not's" can be transformed to "do's". (Even "No gum" can be stated "Leave all gum at home")
7. Stated behaviorally. Rules are easiest understood and monitored *when stated in terms of what students are to "do"*.
8. Consistent with your own philosophy. Your rules should reflect *what you believe about how students learn best*.

Evertson and Harris; Classroom, Organization, and Management Program

TEACHING CLASSROOM RULES

Once you have identified class rules, they must be taught to the students. To accomplish this, rules must be made public, made explicit, and followed.

To make rules *PUBLIC*:

Post the rules and also send a copy home for a parent signature. A posted set of rules allows you to focus student attention and create a strong expectation about behaviors that are important to you.

To make rules *EXPLICIT*:

Discuss specific expectations relevant to each rule and give specific examples. If the rule states "Be polite and helpful," it will have more meaning for students if it is followed by specific example, such as "Listen carefully when the teacher or a student is speaking." Generate specific examples from students and write them on the board. Modeling and role-play can be an effective way to clarify proper behaviors. Showing the right way is productive. Showing the wrong way could produce undesired outcomes.

To ensure rules are *FOLLOWED*:

Be **CONSISTENT**; arbitrarily enforcing and relaxing rules sends mixed messages to students about your behavior expectations. Also, check to see if rules "say" what they actually "mean" (e.g., does "No talking" mean total silence or soft whispering).

TEACHING CLASSROOM PROCEDURES

To ensure effectiveness of procedures, always refer to the following:

WHAT – What is the procedure?

Define the exact procedure using specific student friendly words.

WHY – Why are the students following the procedure?

Explain the relevance and importance of the procedure to ensure “buy in” from the students.

HOW – How will the procedure be done?

Demonstrate how the correct procedure will look to the students.

Steps in Teaching a Procedure

Define the specifics of the what, why, and how.

Practice the steps of the what, why, and how.

Discuss the effectiveness of the what, why and how.

Repeat these steps until the desired outcome is obtained.

These steps should be repeated many times throughout the year to ensure CONSISTENCY.

*Student success or achievement at the end of the school year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year. **It is the procedures that set the class up for achievement to take place.***

Harry K. Wong

(SAMPLE LETTER)

DISCIPLINE PLAN LETTER TO PARENTS

Date _____

Dear Parents,

I am pleased to have your child in class this year. In order to provide your child and all the students in our classroom the educational climate they deserve, we will use the following discipline plan for the coming school year:

Rules

1. Be respectful.
2. Be responsible.
3. Be prepared.
4. Follow directions.
5. Obey all school rules.

Positive Recognition

1. Praise
2. Line leader
3. Teacher's Helper for various tasks
4. Positive Notes
5. Reward/Recognition Time for achievements

Consequences for Breaking Rules

- | | |
|--------------|---------------------------------|
| First Time: | Warning |
| Second Time: | Name on clipboard |
| Third Time: | Private conference with teacher |
| Fourth Time: | Contact parents |

I will strive to keep you informed of your child's progress, and I encourage you to contact me if you have questions or concerns.

Sincerely yours,

TYPES OF CONSEQUENCES

POSITIVE – A positive consequence such as verbal recognition, participation in an activity the student enjoys, or the giving of a valued item can reinforce compliance of a rule or procedure.

NEGATIVE – A negative consequence such as loss of privileges, time-out, or an office referral serve as punishment.

CORRECTIVE – A corrective consequence such as a “cool down” time, calmly conferencing with a student, or student self-monitoring/recording the frequency of the behavior can invite student awareness and recognition that a problem exists.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward

RESPONSE TO BEHAVIOR PROBLEMS

Occasionally, everyone will experience days when difficult situations develop which require an adult, parent, or teacher to respond in a way that diffuses anger and avoids escalation.

The following points will be helpful to remember:

1. Avoid public confrontations. Children are working on their image and will respond differently before a group than alone. Use a sign, a sound, or a look.
2. Leave the child an out. If a child loses face, he will see that you lose face. Cornered children fight back.
3. Ask a child what he or she thinks would be a fair solution to a problem. Many children can have better suggestions for resolving conflict than you do.
4. Don't scold, argue or confront. Do explain problems, restate rules, and consider alternatives and consequences.
5. Treat the child with the same respect and consideration that you would show an adult.
6. Avoid confrontations such as "you will" and "I won't". You can force a child to stop an act; it is difficult to force him to begin one. Confrontations produce guilt and resistance and reduce someone's self-esteem. Search for mutually acceptable solutions.
7. ADMIT YOUR OWN ERRORS. You are a model for him or her in honesty and self-evaluation.
8. Touch children with a gentle, relaxed hand. Many children react violently to being "grabbed." Remember that some children do not like to be touched at all.
9. Play it cool. Children love to shock adults. "I hate you" is usually a temporary feeling; it isn't awarded with attention. Tantrums only work with an audience. The same is usually true with swearing.
10. Do not threaten unless you intend to (and can) follow through. Better yet, DON'T THREATEN. Someone will usually take you up on a dare.
11. Estimate the child's temper. A cooling-off period may do you both good.
12. Explain appropriate behavior. Some children are socially unaware. Provide practice.
13. Do not use assignments or write-offs as punishment.
14. All children make mistakes. A sense of humor goes a long way. Use it.
15. Don't tax a child's honesty too much. Children are frightened into telling lies. Don't put a child in a position where it is easier to lie.
16. Listen to the child. Some children do not explain themselves easily, and some have learned that adults can outmaneuver them verbally.
17. Sometimes it's better not to see or hear. Selective, planned ignoring permits the child to dissipate tension and stop his or her own behavior.
18. Do not make long-range punishments. Punishment should be immediate and short term.
19. When possible, let the natural consequence of an act be its own punishment.
20. Play your little cards first.

Be aware that each child's ability to control his/her behavior will differ. A good teacher/parent/helper response to one child may be a poor response to another. Children study you. What you say with your body, expression and tone are more powerful than what you say in words. Remember, too, sarcasm and anger may silence a child, but will rarely resolve problems.

Resources Bulletin of the Lincoln Way Special Education Regional Resource Center –

THINK SHEET

STUDENT
NAME _____

CLASS/PERIOD _____ DATE _____

THIS IS THE RULE I
BROKE: _____

I CHOSE TO BREAK THIS RULE
BECAUSE: _____

WHO WAS BOTHERED WHEN I BROKE THIS RULE?: _____

THIS IS WHAT I COULD HAVE DONE INSTEAD: _____

STUDENT SIGNATURE _____ DATE _____

BEHAVIOR CONTRACT

CONTRACT BETWEEN: _____ (student) and

_____ (teacher)

DATE: _____

PROBLEM TO BE RESOLVED:

THE STUDENT AGREES TO:

THE TEACHERS AGREES TO:

**DATES FOR CHECKING
PROGRESS:** _____

REWARD: _____

CONSEQUENCES OF NOT FULFILLING THE CONTRACT:

**THE STUDENT'S EFFORTS TO SOLVE THIS PROBLEM WILL BE
CONSIDERED COMPLETE WHEN:**

**STUDENT'S
SIGNATURE:** _____

**TEACHER'S
SIGNATURE:** _____

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One mark of a great educator is the ability to lead students out to new places where even the educator has never been.

Thomas Groome



Children Learn What They Live

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Dorothy Law Nolte